Introduction to Creative Adventures with Literature

Welcome to Creative Adventures with Literature (CAL), a collection of curriculum guides that integrate literature and the creative arts. The guides are intended as a supplement to the various curricula that teachers of children from three to five are using in their classrooms.

As children are involved in Creative Adventures with Literature experiences, they will be introduced to the works of well-known artists and to the various techniques used by illustrators of some of the children’s books that are included. Their visual and performing arts experiences will support them in their achievement of the benchmarks in the developmental strand, Creative/Aesthetic Learning.

Each curriculum guide begins with a children’s book, then extends to related experiences in the creative arts which encompass both the visual and the performing arts. In the visual arts, children will experience painting, drawing, sculpting and the use of other media. The performing arts will involve children in music, creative movement and dance, dramatic play and creative drama, and puppetry.

The creative arts are a meaningful part of the early childhood curriculum and should be integrated into children’s daily learning experiences. The arts are important for their own sake. In addition, they can enhance children’s development of skills and knowledge in literacy, language, mathematics, science, social studies, physical education and more.

During the development of Creative Adventures with Literature, curriculum guides were sent to reviewers for comment. Feedback received from the reviewers was considered as revisions were made to the guides.

Two early childhood educators, Dot Brown and Beverly C. Wright, spent a year developing the curriculum guides. While the careers of the two developers have taken different paths, they share similar education backgrounds and work experiences. The list that follows applies to both developers and highlights the similarities.

- Masters of Education degrees with an early childhood emphasis
- Instructors of early childhood courses
- Monitors, evaluators, supervisors and mentors in preschool classrooms
- Evaluators of curriculum for children from three to five
- Developers of curriculum for children from birth to five
- Registered trainers in the Arkansas Early Childhood Professional Development Registry
- Certified Pre-K ELLA trainers

Currently, Dot Brown, President of Early Childhood Services, Inc., focuses on the development of training materials. Beverly C. Wright is an adjunct instructor at the University of Arkansas at Little Rock. Both remain committed to making available to caregivers and teachers the support they need to provide quality care and education for children from three to five.

In 2013, Dot and Beverly revised Creative Adventures with Literature to reflect the changes to the Arkansas Early Childhood Education Benchmark Summary Table which was approved in June, 2013. The revisions were made through a sub-contract with the University of the Ozarks in Clarksville. Shelli Curlin Henehan, Ed. D., Assistant Professor of Education for the University of the Ozarks’ Education Division, supervised the project.
The development of training materials that focus on the Creative/Aesthetic Developmental Learning Strand and Benchmarks has long been a dream of the developers. With this project, Creative Adventures with Literature, that dream has become a reality. Now you are invited to share the dream as you integrate the curriculum guides into your daily plans.
## What is creativity?

Ask ten people to define creativity and you will probably get ten different definitions. In the text, *Creativity and the Arts with Young Children*, Second Edition (2007), Rebecca Isbell and Shirley Raines define creativity in this way:

> Creativity is the ability to think in unique ways, produce unusual ideas or combine things in different ways. (p. 3)

In this same text, four dimensions of creativity are identified: the creative person, the creative process, the environment that fosters creativity, and the product of the creative activity. It is the first three dimensions, the person, the process and the environment, that should be the focus with young children.

Some of the characteristics of the creative child are:
- curious
- playful
- adventurous
- inquiring
- independent
- active participants

Young children express their creativity in many ways. They paint or draw different lines, shapes and colors. They use movement to express their feelings and thoughts. They make up songs or use new words in familiar songs. They take on roles and act out events.

For young children the creative process often involves exploration and experimentation with materials, techniques and props, with no finished product in mind. They are much more interested in mixing paints of different colors than in the product, which is the color or hue that emerges from the mixing.

When we plan an environment that fosters creativity, we should include interesting experiences and open-ended materials. Children should have many opportunities to make choices, to explore and experiment with materials and props and to work on a project over a period of time. They should be in an environment where their ideas and processes are accepted rather than judged. Children need to please only themselves.

## What are the Visual Arts?

In an early childhood classroom, the visual arts include painting, drawing, sculpting and the use of other media. An art center with equipment, materials, supplies and tools provides an environment where children can be involved in the visual arts. As children are involved in these experiences, they are visually expressing their creativity.
Art Center

From Professional Development KITS – Learning Environment/Program for Children – Session 1 comes the following information on the Art Center.

### Art Center Set up

**Note:** Refer to Photo for an example of a storage shelf for art materials

- Out of line of traffic
- Washable floor covering
- Near a sink
- Table(s) and chairs (# of chairs can indicate # of children allowed in the center)

### Materials and Props

- Variety of paper (purchased or recycled)
- Child-size, blunt-tipped scissors
- Washable glue
- Crayons, washable markers, colored pencils
- Double-sided easel
- Washable paints, assorted paint brushes, variety of items to paint with
- Paint shirts, smocks or aprons (shirts can be older children or adult size with sleeves cut off)
- Playdough (home made preferred), cookie cutters, rolling pins
- White and colored chalk, small chalk boards
- Collage materials: cardboard (for base of collage), fabric/felt scraps, feathers, lace, wallpaper samples, old greeting cards, dried flower petals, doilies)
- Finger paints and fingerpaint paper
- Washable ink stamp pads and stamps
- Glue sticks, tape, string, yarn
- Other (list)_________________________________________________________
Materials and Props that Reflect Diversity

- Paint, paper, crayons and markers in a variety of skin tones
- Collage materials that reflect different cultures: array of papers, fabric scraps, magazines
- Art books featuring famous paintings

In addition to providing an art center, the early childhood teacher supports the visual arts by allowing time in the daily schedule for children to explore, experiment and create in the center. She displays children’s art, as well as the work of artists, in the classroom and elsewhere in the program setting. She meaningfully integrates the visual arts into children’s learning experiences.

The following are some “visual arts” things that teachers should and should not do:

- **DO** introduce art materials to children and demonstrate and discuss with them their proper use.
- **DO** store materials close to where they are to be used.
- **DO** organize materials so children can make selections independently.
- **DO** respect children’s names. Instead of automatically writing a child’s name in the upper left-hand corner of the paper, ask “Where would you like your name?” or “Do you want to write your name, or do you want me to do it?”
- **DO** display large art prints in different areas of the classroom; for example, Van Gogh’s painting, *Sunflower*, in the science/discovery area, *The Writing Lesson* by Renoir in the writing center, *Mother Combing Her Child’s Hair* or *The Child’s Bath* by Mary Cassatt in the home living/dramatic play area, *Playing in the Sand* by Mary Cassatt in the sand and water center, or one of Monet’s paintings of water lilies in the art center.
- **DO** allow children to be involved in messy activities. Paint aprons or shirts can protect clothing and children can assist with clean up.
- **DO** trust your children to know what a turkey or an apple or a tree looks like. You do not have to draw one for them.
- **DO** respect a child’s choice not to have his or her art work displayed.
- **DO NOT** provide a model you have made for children to copy or reproduce. Models are intimidating to children. They will feel inadequate to copy your model.
- **DO NOT** give children tasks such as pre-drawn forms or pictures to color or emphasize “coloring inside the lines.” Children will draw and color their own pictures.
- **DO NOT** restrict children’s choices by telling them which art activities they should engage in. Instead, let children choose their own materials for exploration, experimentation, and creative discovery.
- **DO NOT** “fix” children’s work because it did not meet your expectations.
- **DO NOT** give rewards for “good work.” Children need to please only themselves.

The authors of *The Colors of Learning* (2004), Rosemary Althouse, Margaret H. Johnson and Sharon T. Mitchell, summarize it best in these words:

> Art invites creative exploration, choice and the child’s own thinking. (p. 40)

When we review the visual arts, two broad processes are evident – applying and forming/assembling.
Applying

Children can apply art media such as: tempera paint, finger paint, crayons, chalk, washable markers, watercolors, pencils, paper, glue, and paste to many surfaces. They can apply other items in a variety of ways and in different combinations: fabrics, yarn, string, lace, ribbon, and natural materials, for example. Some items can be applied to paper, cardboard, and fabric. Some materials can be stapled, glued or pasted in place.

Crayons – often the first art medium that children use
- Provide the crayons for a classroom rather than have children bring a box for their individual use. This encourages children to share materials.
- Provide crayons that are soft and apply well to surfaces.
- Include fat or chubby crayons as well as the slimmer varieties.
- Remove the paper from some crayons and encourage children to try drawing with the sides as well as the tips.
- Store like colors in labeled containers. Use the color of the crayons as part of the label.
- Have crayons available throughout the year.
- Introduce special types of crayons such as fluorescent and multicultural skin tones.
- Provide a variety of types of paper for children to use.
- Introduce children to crayon rubbings. Place newsprint or fairly thin paper on top of an object that has an interesting texture or raised design: coins, keys, brick or bark for example. Guide children to use the side of a crayon with paper removed to rub back and forth until the desired image appears. Tape the object down if children have difficulty when objects shift.

Felt-tipped Markers – washable rather than permanent markers
- Provide markers in at least two thicknesses. The smaller markers allow children to add detail to their drawing.
- Protect tables with newspaper because markers penetrate most paper surfaces.
- Guide children to replace caps on markers to keep them moist.

Colored Chalk – a satisfactory medium for children
- Provide thick sticks of the soft variety
- Allow children to use chalk on paper, on chalkboard and sidewalks.
- Provide damp paper towels as an interesting surface. The moisture keeps the chalk dust from flying.
- Have children brush liquid starch on a piece of heavy paper, like construction paper, and then draw with the chalk.
- Prepare the following mixtures for dipping dry chalk into to prevent chalk from flaking off: mix equal parts of water and liquid starch or mix three tablespoons of sugar in a cup of water.
- Scrape off the sticky substance that eventually coats the ends of chalk that has been dipped in one of the mixtures.

Tempera Paint - a water-based medium that is available in a wide variety of hues
- Purchase washable liquid tempera. Dry powdered tempera paint can present a health hazard if mixed in the presence of children.
- Provide tempera paint that it is the consistency of heavy cream so that children are best
 able to control it.
• Add a teaspoon or two of liquid detergent for easier clean up of spills.
• Add small granules of sand or sawdust to tempera paint for a textured effect.
• Add a small amount of wintergreen or oil of cloves to prevent liquid tempera paint from turning sour.
• Provide no-spill paint containers with lids.
• Start with the primary colors of red, blue and yellow. Children can mix their own secondary colors, using brushes and containers. Later on, add white and black tempera paints that children can use for mixing tints and shades.
• Begin with brushes with chubby handles which are easier for children to handle. Appropriate brush widths for three and four year old children are one-half to three-fourths inches.
• Wash brushes after use and store with bristles up for drying.
• Provide a variety of paper for painting: newsprint (it is inexpensive, but is thin and can tear when a young child paints over and over in one area), manila paper, construction paper, textured paper such as wallpaper samples and ends, wrapping paper, computer paper, shelf paper, opened paper bags, and printed newspaper.
• Provide paper that is 18 x 14 inches for beginning painters. They need sufficient space for broad arm sweeps. This size paper will fit standard easels.
• Provide easels for painting. Children can also paint at tables, either sitting or standing.
• Cover the floor with newspaper or a piece of plastic or vinyl to prevent paint from dripping on the floor.
• Demonstrate to children how to dip their paint brush in the paint, wipe off excess paint two times and then paint so that paint is less likely to run when applied to paper. Share these words, “Dip, wipe, wipe, paint”.

**Finger Paint** – a sensory experience in which children use their fingers and hands to explore the paint and to create designs and forms
- Include finger painting experiences for the children.
- Respect those children who are hesitant to finger paint. They may change their minds after watching other children enjoy the process.
- Understand that finger painting can be a messy experience and be prepared for this.
- Have children wear paint smocks or shirts when they finger paint.
- Decide on surface for finger painting; for example paper which has a glossy finish, directly on laminated tables, or on a tray with or without paper.
- Dampen the surface to be painted with a sponge.
- Purchase finger paint in ready-mixed form. Scoop out the premixed, pudding-like paint and apply to a wet surface.
- Provide dampened paper towels for wiping hands before children go to sink to wash hands.

**Watercolors** – set with blocks of watercolors that are washable and nontoxic with paintbrush
- Provide two to four watercolor sets and a brush for each set, small containers of water for rinsing brushes, and paper that is sturdy and absorbent.
- Demonstrate and explain how to use the watercolors.
  - Dip the brush in the water, then swirl the tip of the brush in the color of paint they want to use. Guide them on how much water to use (less water makes it easier to control the flow of wet paint onto the paper.)
  - Remind them to thoroughly rinse their paintbrush before changing colors.
Explain to children that they cannot keep adding water to the painting because the wet paper eventually will tear.

**Teacher Note:** Large coffee filters, especially those made from recycled paper, are excellent for watercolors. They are inexpensive if purchased in bulk.

**Teacher Note:** You may want to cover the table with newspaper before children begin painting with watercolors.

**Collage** – the process of selecting and attaching materials on a flat surface to create a more or less two-dimensional design or picture. Collage has been used by a number of illustrators of children’s books; for example, Eric Carle, Ezra Jack Keats, Leo Lionni, and Steve Jenkins.

- Collect materials that children can use to create collages: pieces of colored construction paper, paper cut or torn into shapes, tissue and cellophane in various hues, wallpaper ends or samples, fabric scraps with interesting textures and designs, pieces of yarn and string, large buttons, stamps, sticky dots, pieces of ribbon and lace, wrapping paper, greeting cards.
- Sort materials and store in individual containers.
- Rotate college materials so that children always have a variety from which to choose.
- Provide cardboard or heavy paper as the base for collages.
- Have glue and scissors available in the center.
- Allow children to choose materials and create their own collages.

**Forming/Assembling**

**Playdough** – a non-hardening dough that can be purchased or made and is used as a molding material

- Consider making your own playdough which saves money and is less likely to crumble.
- Store playdough in an airtight container.
- Allow children to have many opportunities to manipulate the playdough before adding accessories.
- Add accessories such as alphabet and cookie cutters, small rolling pins, plastic knives and forks, potato masher.
- Provide vinyl placemats to define children’s space and for easy clean up.

**Three-dimensional structures** – the process of assembling a variety of materials and attaching them to a base

- Collect materials that children can use in creating three-dimensional structures: craft sticks, boxes of different sizes, small cereal boxes, paper towel tubes, yarn, cotton balls, wall paper ends, fabric scraps, wood scraps, natural items such as shells, pebbles, pine cones and small sticks, spray can tops, plastic lids, broken jewelry, cardboard, corrugated cardboard, blocks of wood approximately 6 inches long, pieces of ceiling tiles, glue, tape, scissors with blunt-ended blades. Be creative and collect other items that are safe for children to use.
- Explain to children that they can use the materials to create a structure.
- Allow children to explore the materials and talk about what they are and how they might be used.
- Guide children to select a base on which to build.
- Stand back and allow children to create their own three-dimensional structure.
• Invite children to dictate a story about their structure; what it is and how they built it, for example. Record their dictation and place it with the structure.
• Provide a place in the classroom for displaying the structures and the dictated stories.
• Suggest that children invite their families to look at the display.

**What are the Performing Arts?**

The performing arts for children, ages from three to five, involve them in music, creative movement and dance, dramatic play and creative drama, and puppetry. These activities are intended to be fun, child-centered and free from pressure to perform for adults.

**Dramatic Play** – play in which several children select a theme, take on different roles and use real or pretend objects to play out the roles

A favorite center for children in most classrooms is the home living/dramatic play center. The following is information on how to set up the center.

**Home Living/Dramatic Play Center**

From *Professional Development KITS – Learning Environment/Program for Children – Session 1* comes the following information on the Home Living/Dramatic Play Center.

**Home Living/Dramatic Play Center Set Up**

**Note:** Refer to Photo for a sample of a Home Living/Dramatic Play Center set up.

- Sufficient space for three to five children
- Space defined by walls, shelves, furniture and carpet or rugs
- Located near other noisy areas such as the block center
- Softness and touches of home: small rug, tablecloth, napkins, plants, photo album with photos of children and their families
### Materials and Props

- Sufficient materials and props for 3 to 5 children so that they have choices
- Child-size kitchen furniture such as stove, refrigerator, sink and tables and chairs
- Pots, pans and unbreakable dishes
- Dolls, doll clothing and blankets
- Dress up clothes for both male and female
- Doll stroller or carriage, doll high chair, doll bed
- Empty food containers (stuffed with newspaper and sealed with tape)
- Accessories: hats, shoes, purses, wallets, ties, briefcases
- Storage for dress up clothes and accessories
- Full length, unbreakable mirror
- Telephones
- Memo pads, pencils
- Magazines, cook books, phone books, children’s books, menus, grocery ads
- Other (list)________________________________________________________________________

### Materials and Props that Reflect Diversity

- Dolls of different races and cultures and of both genders
- Authentic cooking utensils such as a wok and tortilla press from different cultures
- Empty food containers from children’s homes with print in other languages (stuff the containers with newspaper and seal with tape for durability)
- Props that represent the professions of children’s parents (menu and tray, medical kit, briefcase, tool belt, hard hat)
- Dress-up clothes used by men and women in a variety of roles
- Magazines and pictures that represent different cultures
- Menus from ethnic restaurants (Mexican, Italian, Greek)
Teachers are encouraged to develop prop boxes for the dramatic play area. The prop boxes suggested in some of the curriculum guides relate to the books that were read to the children. They are intended to encourage children to act out scenes from the stories they heard.

Teachers are encouraged to develop additional prop boxes to add to the dramatic play area. From Adventures in Learning - Tips and Techniques, comes the following information about prop boxes:

Prop boxes include a variety of materials relevant to a particular theme or topic of study. As children use the items in the prop boxes, they are recreating and exploring the topic-related and life experiences they have had and gaining a better understanding of the world around them.

Tips for organizing and storing prop boxes:

- Store props for each theme or topic in a box or plastic tub with a lid.
- Label each container with the name of the theme or topic of study.
- Tape an inventory list to the inside cover of the container.
- Check prop boxes periodically and repair or replace items that are torn or broken.
- Invite families to provide items for the prop boxes.

Here is a list of topics for prop boxes to get you started:

- **Supermarket**: empty food containers, cash registers, paper or plastic money, paper bags for groceries, plastic fruits and vegetables, coupons, supermarket ads, signs for different sections such as meat, dairy, fruit and vegetables, canned goods, and cereals

- **Office**: pads of paper, pencils, briefcases, telephones, stamp pads and stampers, envelopes, computer keyboard, adding machine or calculator, calendars, old planners, and business cards

- **Barbershop/hairdresser**: empty shampoo bottles with labels, wigs on stands, curlers and pins, hair dryer (minus electric cord), towels, basins, smocks, signs with services provided and prices, hair styling magazines, magazines for the waiting room

- **Camping**: pup tent, canteens, cooking utensils, empty food boxes, flashlight, small logs for campfire

- **Medical Office/Hospital**: stethoscope, blood pressure cuff, ace bandages, white “lab” jackets, scrubs, prescription pads and pencils, telephone, x rays, folders and clipboards for patients’ charts, flashlight

- **Shoe Store**: chairs to sit in, variety of old shoes, shoe boxes (labeled and priced), cash register, play money, shoe horn, ruler to measure foot or a foot measurer from a shoe store, signs with name of store

- **Bakery**: baker’s hat, apron, small plastic bowls, muffin tins, cake pans, spoons, spatulas, empty cake mix boxes, recipe cards

- **Gardening**: gardening gloves, small gardening tools, vegetable and flower seed packs
Creative Drama – children act out stories with or without props

In creative drama children become actively involved in the story. They use words and actions to dramatize the stories they have heard. Sometimes they use props.

Creative drama is more appropriate for older preschool and kindergarten children and should be fun and pressure-free. Audiences should be each other and younger children such as three year olds, rather than adults.

From the Pre-K ELLA Trainer Manual comes the following creative drama tips:

- Begin with a book to read or a story to tell.
- Choose a story with few characters, simple story line and lots of action. Stories with repetitive dialogue and predictable stories are appropriate for dramatizing.
- Read or tell the story over a period of time so it is digested and becomes familiar to the children.
- Ask children to pay particular attention to the characters and what they say and do and how they express their feelings.
- Lead a discussion about the story. Involve children in discussing the sequence of events in the story.
- Invite children to volunteer for each part. Respect children’s choice of level of involvement. Some may only choose to be a part of the audience.
- Involve all children in deciding on props and settings needed. Keep both props and settings simple. Some stories may require no props.
- Serve as narrator and prompt children when necessary.
- Allow children to present the drama to the other children in their own creative way.
- Allow reenacting with different children playing the parts. The attention span of the children will determine if this takes place the same day or another day.
- Make the props available for children’s independent play. This will extend children’s, involvement with the story, thus extending the literacy opportunities. It will also allow children who did not choose to perform for others an opportunity to play a part without an audience. For example, put the bowls and other props from the reenactment of the Three Bears in either the home living/dramatic play area or the library area.
- Keep creative drama simple, child-centered, free from pressure and fun for all the children.

Some of the curriculum guides include creative drama activities using either props or puppets. Other books appropriate for creative drama include:

- The Gingerbread Boy by Paul Galdone
- Ask Mr. Bear by Marjorie Flack
- Caps for Sale by Esphyr Slobodkina
- The Three Billy Goats Gruff by Paul Galdone

Puppets

Storytelling and puppets have been connected through the ages and this connection continues today. For young children, puppets have a magnetic quality that can provide a powerful connection to literature.
Puppets can be used by both teacher and children in early childhood classrooms. However, the use of puppets should begin with the teacher as a model. Children need many opportunities to observe the teacher as a puppeteer and to take part in activities that involve the teacher in that role. If this does not happen, children may abuse the puppets and use them for aggressive behavior.

Puppets can be purchased or made by both the teacher and the children. When children are involved in making puppets, allow this to be their creation. The role of the teacher is to provide the materials and sufficient directions to ensure that the puppet will work successfully. Some of the curriculum guides will have directions for making different types of puppets.

Here are some suggestions for using puppets in the preschool classroom:

- Use puppets to introduce a new book, to play a character in the story, or to encourage children to discuss the story.
- Use puppets as a medium for involving children in discussing appropriate behavior in social situations.
- Use puppets to encourage children to talk about and deal with their feelings and emotions. Young children often believe that puppets are real and have feelings. Sometimes they are willing to share feelings such as fear with a puppet after the teacher has used a puppet to tell a story about a person or an animal that was afraid.
- Collect puppets that can be used with many different children’s stories. For example, a bear puppet can be used with *Ask Mr. Bear*, *Corduroy*, and *A Pocket for Corduroy*. A chicken puppet can be used for *Rosie’s Walk* and *The Little Red Hen*. A rabbit puppet can be used for *The Tale of Peter Rabbit* and *The Runaway Bunny*.
- Select stories to tell with puppets that have a few characters, an easy-to-follow sequence of events and a clear plot.
- Understand that you do not need a stage, nor do you need to be a ventriloquist when you use a puppet to tell children a story. Children tend to ignore the puppeteer and focus on the puppet.
- Allow and encourage children to use puppets to retell stories or to tell a story they have made up.
- Use puppets often with children.

**Music**

From *The Creative Curriculum for Preschool*, Fourth Edition, by Diane Trister Dodge, Laura J. Colker and Cate Heroman, comes this definition of music:

> Music is combining voice and/or instruments to create melodies and pleasing sounds (p. 153)

Most young children seem to be natural musicians. When they hear music, they move to it. They listen to music. They begin singing along with songs that are recorded or sung by others. Once they learn to sing, they make up their own melodies and their own words to familiar songs. Children’s natural response to music makes it easy to include music throughout the day; during group time, center time, transitions and routines.

Including music during group time is enjoyable. It is an effective way to expand language and to
introduce and reinforce concepts. When children are involved in musical activities, they feel part of the group and learn to cooperate with others. Because music keeps children actively involved, it can be thought of as an indirect guidance technique.

For those teachers who say they cannot sing, keep in mind that for preschool children voice quality is not important. Children just want to sing. Some teachers may decide they would be more comfortable using CDs or tapes for group singing.

Select songs such as “Old McDonald Had a Farm” that has lots of repetition. Children enjoy songs and fingerplays such as “The Wheels on the Bus” and “The Eensy Weensy Spider.” Nursery rhymes and singing games and action songs such as “Hokey Pokey” and “Farmer in the Dell” are favorites. Include songs from different cultures and especially from those of the families in your program.


**Strategies for Introducing a New Song**
- Select a song that is relatively short, has simple words, and a melody that is easy to remember.
- Make sure that you have practiced the song and know it by heart.
- Tell the children a story about the song.
- Sing the song to the children. Be animated and sing with a smile.
- Sing the song again and again, if you wish. Invite the children to join in or clap along.
- Use props, such as puppets, flannel board figures, or pictures, to help children remember the words to the song.
- Add motions to the song. (p. 437)

If you use a tape or CD to introduce a song, adapt the strategies just listed.

**Musical Instruments**

Just as children enjoy singing, they also enjoy playing musical instruments, sometimes called rhythm instruments in the preschool setting. Some instruments that children can use include:

- drums (to be played either with hands or a mallet)
- bells
- rhythm sticks
- maracas, shakers
- triangles
- tambourines
- cymbals

Instruments can be purchased and some can be made by teachers. Consider purchasing good quality instruments that will last.

Before children are able to play an instrument at specific times or in certain patterns, they need to know the name of each instrument and explore its sounds. They also need to learn the appropriate way to use and care for the instruments.
Many teachers begin with rhythm sticks which are excellent instruments to introduce children to the idea of playing an instrument at specific times, keeping the beat, or playing in certain patterns. Refer to *Books and Movement – A Magical Mix - B.A.M.M.M.!* Activity #9 – I Can Play Sticks, for information on how to introduce children to rhythm sticks and involve them in different activities with the sticks. Ideas for making rhythm instruments are also included.

Consider introducing instruments by groups rather than all at once. For example, introduce instruments that you shake such as maracas, shakers and tambourines together. Name the instrument, have children repeat the names and allow children to experiment with the instruments. Call attention to the different sound of each instrument. Have children close their eyes, you play one of the instruments, and they name the instrument you played. Introduce a variety of bells to children; bells on elastic or chenille stems and bells on sticks, for example. Instruments that you strike, for example, triangle, cymbal and drum, can be introduced together.

After children have had many opportunities to explore the sounds these instruments make and can listen and keep the beat, they will be able to use the instruments to accompany listening, singing and movement activities such as marching. However, this is a process that takes place over a period of time.

**Dance**


> **Dance** is using the body to express ideas, to respond to music and to convey feelings.  
> (p. 152)

Sometimes the terms dance and creative movement are used interchangeably. Granted there are many similarities between the two. However, in this document they will be discussed separately, with dance first, followed by creative movement.

The preceding definition of dance includes a response to music while in creative movement that is not a focus. The music heard on a CD or tape is usually the music referred to when there is discussion of young children and dance. Refer to school supply catalogs for CDs of dance tunes by recognized children’s recording artists such as Greg & Steve, Raffi, Dr. Jean, Mr. Al, and The Learning Station. Include this music in your classroom activities.

When dance is included in the preschool curriculum, remember that this is not a reference to dance lessons with a dance instructor and choreographed movements. It is a time when children listen to music and create the dance for their enjoyment.

The following are suggestions for introducing different types of dance to children:

- Collect pictures of people engaged in different types of dance.
- Use the pictures to tell a story about the dance. For example, “The people in this picture are at a party and they are dancing a waltz. I’m going to play a waltz and you move like the music tells you to move.”
- Observe the children. Do they seem to be responding to the tempo they are hearing?
- Introduce a different tune such as reggae and invite children to listen and move like the
music tells them to move.

- Invite them to discuss which they like best, the waltz or the reggae.

In *Books and Movement – A Magical Mix - B.A.M.M.M.!*, two of the Learning Activities focus on dancing; Learning Activity #2 – I Can Dance, and Learning Activity #7 – I Can Dance Colors.

**Creative Movement**

From *Young Children*, March 2010, in an article entitled Young Children and Movement by Connie Bergstein Dow, comes this definition of creative movement.

> **Creative Movement** is an art form whose medium is the human body in motion. (p. 30)

With this definition in mind, think of the teacher’s role in creative movement as that of providing children the opportunity to learn new motor skills and practice, reinforce and build on those they already have. Through creative movement, children are given the skills and motivation to become physically active for life.

Since a creative movement curriculum is already available at no cost from the Division of Child Care and Early Childhood Education, it will not be necessary to include detailed information here. *Books and Movement – A Magical Mix – B.A.M.M.M.!* is a series of twelve learning activities that begin with a children’s book, extends to movement activities that are suggested in the book, and expand to include related curriculum activities and ideas for enhancing the learning environment. See References and Resources.

**Music Center**

Many classrooms for three and four year old children include a music center which is available as a choice to children when they are engaged in learning center activities. In the center, children can sing, listen to music, use musical instruments and props, and move to music.

Some teachers hesitate to include a center because they think it is too noisy, is disruptive to children in other centers, and is difficult to manage. Here are some suggestions for making the music center a valuable addition to the learning environment.

- Locate the music center away from quieter areas such as the library center.
- Locate the center near a power source for the CD or tape player.
- Define the area with dividers or shelves.
- Use an area rug to define the space. A rug also provides comfortable seating and absorbs excess sound.
- Reduce excess sound by hanging sound-absorbing materials such as carpet squares or a cloth tapestry on the wall or on the back of a shelf or divider.
- Limit the number of children who can use the center at one time and allow enough space for that number.
- Provide storage so children can take out and put away materials easily and safely. For example, provide pegboard hooks and labeled bins.
- Provide an easy-to-use tape or CD player, head phones and a place to store them.
- Display instruments that children can easily select and put away.
- Limit the number of instruments that are available at one time.
- Introduce each instrument to children and allow them time to explore it. Discuss with
them the appropriate way to use the instrument.

- Add materials and props such as scarves, ribbon sticks, or crepe paper streamers. Add one type of material at a time.
- Add sheet music or music books to the center.
- Rotate materials to maintain children’s interest.
- Display pictures of musical instruments, people playing instruments, orchestras and marching bands.
- Join children in the center to support them as they use the instruments and the materials and props.

Library Center

Because literature is a key element in the curriculum guides, it is appropriate to include information on setting up a library center in the classroom. Teachers are encouraged to place the books they read to children in the center, as well as a felt/magnetic board, the storytelling figures and the puppets that support the stories. They are also encouraged to join the children in the center to support them in their literacy experiences.

From Professional Development KITS – Learning Environment/Programs for Children – Session 1 comes the following information on the Library Center.

Library Center Set Up

Note: Refer to Photo for a sample of a Library Center set up

- Bookshelf to display books
- Located in quiet area of classroom
- Out of flow of traffic
- Good lighting
- Softness such as carpeted floors, rugs, pillows

Materials and Props

- Variety of children’s books
- Felt/magnetic board and storytelling figures
- Discussion pictures
- Puppets
- Stories on tape or CD
- CD or tape player with headsets
- Illustrated nursery rhyme and poem charts
- Other (list)
  ______________________________________
  ______________________________________
  ______________________________________
Materials and Props that Reflect Diversity

____ Books that depict the following: (Check the books that are available)
  • Class-made books of children and their families ___
  • Family groups of different races, cultures, customs, ages and family structure ___
  • Men and women engaged in different activities at work, home and leisure ___
  • Children and adults with various disabilities ___
____ Pictures that reflect different races, cultures, customs and ages
____ Books in language spoken at home, including stories on tape or CD

Creativity and Young Children with Disabilities

For young children with disabilities, an early childhood program should provide opportunities for them to be involved in creative activities. This is specifically addressed in Young Children, Volume 59, Number 4, July 2004, in an article entitled Making the Most of Creativity in Activities for Young Children with Disabilities by Linda Crane Mitchell. (pp 46-49)

Two chapters in The Inclusive Classroom by Patti Gould and Joyce Sullivan (1999), address adaptations in the art center and the dramatic play center. The chapters also include information on activities for children with disabilities.
### Introduction
The story of Miss Tizzy, in the book by the same name, is the springboard that propels children into many creative experiences in art, music and dramatic play. From Miss Tizzy children also learn about love and caring for others.

### Story Preparation
- Create a “Miss Tizzy” hat that is purple with a white flower. This can be done by spray painting a straw hat or by creating a purple newspaper hat using the directions listed in the Creative Art Extensions section.
- Wear the hat as you invite children to join you for story time.
- Wear the hat each time you present the story.

### Benchmarks:
- 3.1 Show enjoyment of books and stories and discussion of them
- 5.8 Participates in group discussion

### Book:
*Miss Tizzy* by Libba Moore Gray, illustrated by Jada Rowland

#### First Reading of *Miss Tizzy*
- Be familiar with the book, *Miss Tizzy*.
- Show the cover; give title, author and illustrator. (Explain that the author is the person who writes the words and the illustrator is the person who draws the pictures.)
- Invite children to look at the cover and describe who and what they see.
- Read the story so all children can see the pictures in the book.
- Allow sufficient time for children to see the illustrations on each double-spread so they can connect the words you read to the illustrations they see.
- Follow up by inviting children to recall some of the things Miss Tizzy and the children did together.
- Ask the children, “Which of the things Miss Tizzy and the children did together do you think would be the most fun?”

#### Second Reading of *Miss Tizzy*
- Show the cover; give title, author and illustrator.
- Show the title page and invite children to look at the four houses.
- Ask the children which of the four houses is Miss Tizzy’s and how it is different from the other houses.
- Read the story so all children can see the pictures in the book.
- Follow up by showing the pages with the days of the week.
- Show the Monday page and say to children, “This is Monday. Tell me what the children are doing on Monday.”
- Allow children to comment on what they see in the pictures or experiences they have had in similar situations.
- Continue with each day through Sunday.
- Conclude by stating that the children and Miss Tizzy did something special each day of the week: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday.
- Invite children to repeat the days of the week with you.

### Additional Benchmark: 3.18 Shows an awareness of time concepts
### Third Reading of *Miss Tizzy*

- Show the cover and ask children to recall the title of the book.
- Give the author and illustrator and ask children if they remember what each does. Give them prompts if necessary.
- Read the story so all children can see the pictures in the book.
- Follow up by showing and reading the page where Miss Tizzy is very sick.
- Show each page after that page and ask the children to describe what the children do each day. For example, ask “What did the children do on Monday?”
- Continue through Sunday, then ask the children how they think Miss Tizzy is feeling on Sunday.
- Invite children to share things they or their families have done when someone they know is sick. Has someone done something for them when they have been sick?

**Additional Benchmark:** 1.16 Helps others in need

### Creative Art Extensions

**Benchmarks:**

- 2.10 Explores and manipulates art media
- 2.11 Creates drawings and paintings that gradually become more detailed and realistic
- 3.22 Makes comparisons (scientific process: comparing)

**Activity:** Watercolors or Crayons?

**Materials:** sets of watercolors, paintbrushes, water to moisten paints and rinse paintbrushes, crayons, paper (sturdy and absorbent for watercolors), newspaper, the book *Miss Tizzy*.

- Join children at the art table and involve them in discussing the various ways we can create pictures; we can use paint, crayons, and markers, for example.
- Ask children how many of them have used crayons to create pictures. (Most will have used crayons).
- Show the double-spread pages in *Miss Tizzy* where on Thursdays, Miss Tizzy gave the children white paper and crayons and they drew pictures.
- Recall with children that the people who create the pictures in books are called illustrators.
- State that the pictures are called illustrations and that illustrators use different ways to make illustrations, like drawing or painting.
- Show the book, *Miss Tizzy*, state that the illustrator is Jada Rowland, and that she used watercolors to paint the pictures, or illustrations that we see.
- Demonstrate how to use watercolors (if never used before).
  - Dip the brush in the water, and then swirl the tip of the brush in the color of paint they want to use. Guide them in how much water to use (less water makes it easier to control the flow of wet paint onto the paper).
  - Remind them that they must thoroughly rinse their paintbrush before changing colors.
  - Explain to children that they cannot keep adding water to the painting because the wet paper eventually will tear.
- Suggest that children use watercolors and crayons to create pictures.
- Allow children to use watercolors, crayons and other art materials in the center.
- Return to the art center and involve children who used both watercolors and crayons in looking at their pictures and discussing the two ways they created pictures. Ask questions such as: “Which was the easiest to use – watercolors or...”
crayons?” “Which did you enjoy the most?” Based on their answers, ask “Why did you like one more than the other?”

- Continue to include watercolors in the art center as a choice for children.

**Teacher Note:** You may want to cover the table with newspaper before children begin painting with watercolors.

**Teacher Note:** Keep children’s watercolor and crayon creations because this activity may take place over a couple of days.

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**Benchmarks:**

2.10 Explores and manipulates art media

4.6 Coordinates eye and hand movements to complete tasks

**Activity:** Making Playdough Cookies

**Materials:** playdough (see recipes that follow), cookie cutters, small rolling pins, small baking pan

- Add the materials listed here to either the art center or the dramatic play area.
- Allow children to use the materials as they choose.

### Playdough

1 cup flour  
1 cup water  
½ cup salt  
1 tablespoon cooking oil  
2 teaspoons cream of tartar

- Mix together and cook over medium heat until mixture pulls away from sides of pan and forms a soft dough.
- Pour onto wax paper and knead until cool. Store in a sealed container.

**Note:** Food coloring can be added.

### Scented Playdough

1 cup flour  
½ cup salt  
2 teaspoons cream of tartar  
1 tablespoon cooking oil  
1 small package unsweetened flavored drink mix  
1 cup boiling water

- Mix together flour, salt, oil and unsweetened flavored drink mix
- Add the cup of boiling water. Mix well
- Knead the mixture until it forms a soft dough.
- Store in a sealed container when cool.

**Note:** Add 1 teaspoon of scented extract such as peppermint or lemon as an alternative to the drink mix.
Benchmarks: 2.10 Explores and manipulates art media  
2.12 Preplans art project and then works with care  
4.6 Coordinates eye and hand movements to complete tasks  
4.8 Uses writing and drawing tools with control and intention

Activity: Making Newspaper Hats

Materials: 3 sheets of newspaper per child, washable markers, crayons, school glue, masking tape, scissors, collage materials, such as scraps of construction paper, ribbon, lace and chenille stems

Directions:
- Use at least three sheets of newspaper per child.
- Invite children who want to make a hat (one or two at a time) to join you.
- Have children look into a floor length mirror as you begin the process of making their hat.
- Place the three sheets at different angles (should look like a 12 point star).
- Center the sheets over the child’s head and scrunch it down to make a head shaped dome in the center.
- Invite another child to hold the paper in place as you wind masking tape around the bottom of the dome (about ear level).
- Scrunch and roll the sides in to create the hat shape.
- Invite children to decorate their hats with crayons, markers and the collage materials.

Teacher Note: Children will wear their hats as they march in a parade.

Teacher Note: Add large coffee filters to the art center. Observe to see if children use the filters to create hats.

Benchmarks: 2.12 Preplans art project and then works with care  
4.6 Coordinates eye and hand movements to complete tasks

Activity: Making Paper Sack Puppets

Materials: lunch size paper sacks (white or natural), washable markers, crayons, scissors, school glue, assorted collage materials such as, colored construction paper, felt scraps, yarn, cotton balls, and pompoms

Directions:
- Explain to children in group time that they will have an opportunity to make a paper sack puppet in the art center during center time.
- Join children in the center who want to make a puppet.
- Ask each child to select a sack for his/her puppet.
- Place your hand in the flattened bottom of the sack and use your fingers to manipulate the rectangular section (the flap).
- Explain to children that the rectangular section is the head of the puppet and that when you move your fingers up and down the puppet’s mouth is created.
Creative Adventures with Literature – Miss Tizzy

Creative Drama and Dramatic Play Extensions

- Invite each child to place his/her hand in the sack as you have done and move fingers up and down so he/she can get a feel for how to use the puppet. Assist children to be successful.
- Show children the materials that are available to make their puppet.
- State that the puppet they create can be a person, an animal or anything they want to create.
- Allow children sufficient time to create their puppets.
- Repeat the puppet making procedures with other children who seem interested.

**Teacher Note:** Do NOT make a model for children to follow. Allow them to create their own puppets.

Benchmarks: 2.1 Shows creativity and imagination in play with materials and props
2.2 Participates in dramatic play themes that become more involved and complex
2.3 Assumes various roles in dramatic play situations

**Activity:** Miss Tizzy Prop Box

**Contents:** label box and include scarves, shawls, strips of cloth, unbreakable teapot and cups, silk flowers, plastic jelly jar

**Directions:**
- Place the box and its contents in the dramatic play center.
- Allow children to discover the box and its contents and to use the props in their own way.
- Observe children as they play with the props. Do they act out some of the scenes from Miss Tizzy?
- Keep the prop box in the center as long as children remain interested in playing with the props.

**Teacher Note:** Children may choose to wear the newspaper hats they made.

Benchmarks: 2.1 Shows creativity and imagination in play with materials and props
2.3 Assumes various roles in dramatic play situations

**Activity:** Using Puppets

**Materials:** paper sack puppets children have made, sock puppets or other puppets you have made or purchased

**Directions:**
- Use puppets to present stories, nursery rhymes and poems to children.
- Use puppets as a way to transition children from one activity to another.
- Use puppets when engaging children in discussion about social situations.
- Stress that puppets are for telling stories or for telling us what to do.
- Show children the page in Miss Tizzy where children are using puppets to tell a story. Read the page to them.
- Help children who seem interested in using puppets to locate something they can stand behind to put on a puppet show.
- Be part of the audience as children put on a puppet show.
### Creative Music Experiences

**Benchmarks:**
- 2.4 Participates freely in music activities
- 2.5 Enjoys singing games, dramatizing songs and moving to music
- 2.7 Experiments with a variety of musical instruments and sound sources
- 2.9 Moves in time to the beat

**Activity:** Making Music

**Materials:** CD or tape of bagpipe music, march music, pots and pans, wooden spoons, newspaper hats children have made, CD or tape player, the book, *Miss Tizzy*

**Directions:**
- Locate a CD or tape that features someone playing the bagpipe.
- Invite children to join you in the area designated for moving to music. Suggest that they wear their newspaper hats.
- Show children the two-page spread of Miss Tizzy playing the bagpipes and read the pages.
- Play one of the tunes that features bagpipes and invite children’s reaction to the tune.
- Provide a collection of pots and pans and wooden spoons for children to use as instruments.
- Begin to play either one of the bagpipe tunes or a lively march tune.
- Invite children to join you as you move about the room using the pots and pans and wooden spoons as instruments.

### Additional Books

- *Jennie’s Hat* by Ezra Jack Keats
- *Who Took the Farmer’s Hat* by Joan L. Nodset
- *Parade* by Donald Crews
- *The Little Drummer Boy* by Ezra Jack Keats
- *The Ants Go Marching* illustrated by Jeffrey Scherer
- *Thump, Thump, Rat-a-Tat-Tat* by Gene Bear
- *This Old Man* by Pam Adams

### Additional “Miss Tizzy” Ideas

- Make sock puppets and use them to tell stories to the children.
- Suggest to parents that they allow their children to share their art work with someone in the family or the neighborhood who may be a shut-in or with someone in a nursing home.
- Send home directions for making newspaper hats and sack puppets.
Creative Adventures with Literature

#2: *Matthew’s Dream* by Leo Lionni

<table>
<thead>
<tr>
<th>Introduction</th>
<th>This curriculum plan features the book, <em>Matthew’s Dream</em> by Leo Lionni. It introduces children to an art museum, to a mouse who becomes a painter, to different subjects for paintings, and to collage as a method for creating a picture.</th>
</tr>
</thead>
</table>
| Story Preparation | • Locate two or three paintings of different subjects: a person (portrait), animals and something that grows such as flowers or trees, for example.  
• Collect scraps of paper of different sizes, shapes, colors and textures.  
• Sort paper by color and place in small, clean containers such as butter tubs.  
• Place the containers in a shallow box labeled **Collage Materials**.  
• Prepare a chart sheet or marker board for the first reading. Title the sheet *Matthew’s Dream*. |
| Story Presentation | **Benchmarks:** 2.13 Recognizes and responds to beauty in the environment  
3.1 Shows enjoyment of books and stories and discussion of them  
5.3 Expands vocabulary  

**Book:** *Matthew’s Dream* by Leo Lionni  

**First Reading of *Matthew’s Dream***  
• Be familiar with the book, *Matthew’s Dream*.  
• Take the book and the prepared chart sheet and a marker to story time.  
• Show the cover, and give title.  
• Explain that Leo Lionni is both the author and the illustrator of the book; that means he wrote the words and drew the pictures.  
• Ask children if they ever have dreams and allow a brief discussion of their dreams.  
• Invite children to look at the cover and predict what they think Matthew is dreaming about.  
• Record on the chart sheet or marker board children’s predictions about Matthew’s Dream.  
• Say, “Let’s read the story and see if your predictions about Matthew’s dream are correct.”  
• Begin to read the story with the children, allowing them sufficient time to look at the illustrations so that they can see what Matthew sees.  
• Pause after reading the page about Matthew and his classmates going to the museum and ask if any of them have ever visited a museum. Allow time for responses.  
• Explain that Matthew and his classmates are visiting an art museum where pictures are displayed on the wall for people to come in and look at.  
• Turn the page and point to the two pictures on the two pages and say, “These are two of the pictures that Matthew and his classmates saw at the museum”.

Matthew’s Dream
• Invite children to discuss what they see in each of the pictures.
• Read the text on the page, point to the portrait of King Mouse the Fourth and explain to children that a portrait is a picture of a person.
• Continue reading the story.
• Pause at the end of the reading and allow time for children’s honest reaction to the story.
• Follow up the reading by reviewing from the chart children’s predictions about Matthew’s dream. Invite them to discuss what Matthew actually dreamed. Were their predictions correct?

Second Reading of Matthew’s Dream
• Bring the three paintings to story time, keeping them out of children’s sight until they have heard the story.
• Show the cover, give title and author/illustrator.
• Invite children to recall Matthew’s dream.
• Read the story with the children, pause at appropriate times and involve them in recalling what a museum and a portrait are.
• Follow up the reading by showing the children the three pictures you have brought to story time.
• Allow children to examine the pictures and to describe what they see in each one.
• Ask them if they think the same artist painted each of the three pictures. Accept all comments. If pictures are signed by the artist, show the signature to the children.
• Be open to children’s comments about their own drawings and paintings.

Third Reading of Matthew’s Dream
• Take box labeled Collage Materials to story reading area. Keep it out of sight of children.
• Show the cover and ask children to recall the title of the book.
• Name the author/illustrator and ask children if they remember what each does. Give them prompts if necessary.
• Read the story so all children can see the pictures in the book.
• Allow children to make comments that relate to the story.
• Follow up by showing the page that begins, “Matthew became a painter…”
• Point out to children the picture that is on the easel.
• Explain that Matthew is creating a collage. He drew the shapes (show outlines) and tore different colors of paper to add to the shapes.
• Show children collage materials that will be placed in the art center.
• Explain that these collage materials, plus other items such as glue, sheets of paper, scissors and pencils are also available in the center.

Creative Art Extensions

Benchmarks:
2.10 Explores and manipulates art media
2.11 Creates drawings and paintings that gradually become more detailed and realistic
2.12 Preplans art project and then works with care

Activity: Create a Collage

Materials: box labeled Collage Materials, paper, glue, pencils

Directions:
• Add the listed items in the art center.
• Allow children to use the materials, plus other art materials, as they choose.
Activity: Create an Art Gallery

**Materials:** display area such as poster board, paper from roll, tri-fold display or bulletin board at child’s eye level

**Directions:**
- Use one of the display areas listed or your own idea to create a gallery for display of children’s art. Label it: **Art Gallery**.
- Recall with children that, in the book, *Matthew’s Dream*, pictures by artists were displayed in an art gallery. Show the appropriate pages from the book.
- Involve children in deciding where to place the art gallery: in the art center, dramatic play area, or library, for example.
- Use the display area for the children’s art creations.

**Teacher's Note:** You may want to create more than one art gallery because of space. Be creative in your planning and adapt to the space you have available.

### Creative Drama and Dramatic Play Extensions

**Benchmarks:** 2.1 Shows creativity and imagination in play with materials and props

**Activity:** Matthew’s Corner Prop Box

**Contents:** label box and include various items such as books, magazines, newspapers, and an old doll

**Directions:**
- Place the box and its contents in the dramatic play center.

### Creative Music Experiences

**Benchmarks:** 2.4 Participates freely in music activities  
2.5 Enjoys singing games, dramatizing songs and moving to music

**Activity:** Dancing with Scarves

**Materials:** scarves of different colors, CD or tape with instrumental music, *Matthew’s Dream*

**Directions:**
- Locate a CD or tape with a song that invites swaying and moving gently – a waltz, for example.
- Invite children to join you in the music area and to select a scarf.
- Show the book, *Matthew’s Dream*. Recall with children that Matthew heard music in his dream as he and Nicoletta were walking in the painting.
- Show the picture and read the words on the page that begins, “As they walked, playful patches of color shifted under their feet…”
- Suggest to children that they pretend to be suns and moons of different colors as they move gently to the music.
- Play the song softly as you and the children move about the room waving your scarves of different colors.
| Additional Books | Color Dance by Ann Jonas  
Dreaming with Rousseau (Mini Masters - one in a collection see References and Resources) - Board book by Julie Merberg and Suzanne Bober |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Additional “Matthew’s Dream” Ideas | • Involve children in selecting art work to hang in the dramatic play area. Make sure that the art piece does not have glass that will shatter.  
• Consider designating a specific type of art to display in the art gallery at one time. For example, if children create collages, display only collages in the gallery. Add a label to the gallery: **Our Collages.** |
Creative Adventures with Literature

#3: *Museum ABC* by Metropolitan Museum of Art

<table>
<thead>
<tr>
<th>Introduction</th>
<th>This delightful alphabet book features four works of art from different cultures and different periods to illustrate each letter of the alphabet. Selections include works of art by well-known and little-known artists.</th>
</tr>
</thead>
</table>
| Story Preparation | • Spend time becoming familiar with the book, *Museum ABC*.  
• Study the pictures and think of some of the comments and questions children may have about them or details that you may want to call to their attention. |
| Story Presentation | **Benchmarks:**  
2.13 Recognizes and responds to beauty in the environment  
3.1 Show enjoyment of books and stories and discussion of them  
3.5 Understands that print conveys a message  
3.7 Identifies letters and signs in the environment  
5.3 Expands vocabulary  

**Book:** *Museum ABC*  
**First Reading of Museum ABC**  
• Be familiar with the book.  
• Show the cover and give title.  
• Invite children to look at the cover and describe what they see. Guide them to use correct names for art work on the cover. For example, boat rather than sailboat and cat rather than kitty.  
• Involve children in slowly singing the ABC song so that each letter of the alphabet is separate from the other.  
• Explain to children that the book, *Museum ABC*, will have four pictures for each letter of the alphabet and that each picture is created by a different artist.  
• Begin with the letter A. Allow children to make comments about the art work.  
• Explain that sometimes artists sign their names in their art. Point out the signature in the Delicious Apples painting (lower right picture). Say, "The name of the artist who created this picture is Brian Connelly."  
• Continue reading the book, allowing children to make comments about the art work.  
• Follow up by inviting children to help you read a few of the pages as follows: Show first page and say, "A is for ____" and allow children to complete the sentence. This is called the cloze technique.  

**Second Reading of Museum ABC**  
• Show the cover and give the title.  
• Explain to children that each of the pictures in the book is on display at the Metropolitan Museum of Art in New York City. Tell them that a museum is a place where pictures are displayed for people to come in and look at. Recall that Matthew, in the book *Matthew’s Dream*, visited a museum. When Matthew became an artist, his pictures were on display in a museum.  
• Read the book with the children.  
• Follow up by inviting children to read the entire book with you. Run your hand under the letter of the alphabet and the words. Allow children to "read" as much of the book as they can.  
• Invite children to tell you when they see a letter that is the first letter in their name.
### Creative Adventures with Literature – Museum ABC - Revised

<table>
<thead>
<tr>
<th><strong>Third Reading of Museum ABC</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Show the cover and ask children to recall the title of the book.</td>
</tr>
<tr>
<td>- Read the book with the children.</td>
</tr>
<tr>
<td>- Stop and ask questions or make comments about specific pages as follows:</td>
</tr>
<tr>
<td>C – Which of these four paintings of cats do you like the best? Why is it your favorite?</td>
</tr>
<tr>
<td>H – Point to the picture of George Washington and of the women in the bottom right. Explain that these are called portraits which are paintings of people</td>
</tr>
<tr>
<td>R - Picture of roses in blue bowl. This artist used watercolors to create this picture.</td>
</tr>
<tr>
<td>W – When you look out a window, what are some things you see?</td>
</tr>
<tr>
<td>Y – Why do you think this says “Y is for YELLOW?”</td>
</tr>
<tr>
<td>- Conclude by inviting children to join you in the art center during learning centers to explore all the ways they can create their own works of art.</td>
</tr>
<tr>
<td>- Explain that <em>___ children can join you at one time and there will be a sign-up sheet so they can take turns.</em></td>
</tr>
</tbody>
</table>

**Teacher Note:** *Decide and tell the children how many can join you in the art center at one time. Developers recommend no more than four or five.*

<table>
<thead>
<tr>
<th><strong>Creative Art Extensions</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Benchmark:</strong> 2.10 Explores and manipulates art media</td>
</tr>
<tr>
<td><strong>Activity:</strong> Introducing Art Media and Tools</td>
</tr>
<tr>
<td><strong>Materials:</strong> crayons, markers, pencils, colored pencils, watercolors, tempera paint, collage materials, playdough, glue, scissors, paint brushes, variety of paper, labeled containers for the materials, sign-up sheet</td>
</tr>
<tr>
<td><strong>Directions:</strong></td>
</tr>
<tr>
<td>- Allow children to sign up to join you in the art center.</td>
</tr>
<tr>
<td>- Have available a variety of art media and tools in labeled containers.</td>
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<tr>
<td>- Allow children to explore the different materials.</td>
</tr>
<tr>
<td>- Invite children to discuss which of the materials they like to use to create their art work.</td>
</tr>
<tr>
<td>- Review with children some guidelines for using the materials. For example:</td>
</tr>
<tr>
<td>Sit at the table when using scissors.</td>
</tr>
<tr>
<td>Take turns with materials such as glue.</td>
</tr>
<tr>
<td>Rinse the brush each time you use a different color of watercolor.</td>
</tr>
<tr>
<td>Wipe paint brushes on the side of the paint cup to prevent dripping paint.</td>
</tr>
<tr>
<td>Work in your designated space; for example on your own paper, not the paper of another child.</td>
</tr>
<tr>
<td>Keep playdough on the table. If individual place mats are used, keep the dough on your mat.</td>
</tr>
<tr>
<td>Put the cap back on the markers.</td>
</tr>
<tr>
<td>Clean up your materials and throw away any trash when you finish.</td>
</tr>
<tr>
<td>- Explain to children that many of the materials will be available in the art center most of the time, while others will be added at different times.</td>
</tr>
<tr>
<td>- Allow children to decide when they want to be in the art center and allow them to choose their own materials to create their works of art.*</td>
</tr>
</tbody>
</table>
| Benchmarks: 2.1 Shows creativity and imagination with materials and props  
3.7 Identifies letters and signs in the environment |
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>Activity:</strong> Alphabet Stamps</td>
</tr>
<tr>
<td><strong>Materials:</strong> Alphabet stamps, stamp pads, a variety of sizes, shapes and color of paper</td>
</tr>
<tr>
<td><strong>Directions:</strong></td>
</tr>
</tbody>
</table>
| • Introduce alphabet stamps and stamp pads to children. This can be done during group time or in the art center.  
• Explain to them that the stamps and pads will be in the art center for their use in their art work.  
• Observe to see if children incorporate stamped letters into their art work. |

| Benchmarks: 2.10 Explores and manipulates art media  
3.7 Identifies letters and signs in the environment  
4.6 Coordinates eye and hand movement to complete tasks |
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activity:</strong> Alphabet Playdough</td>
</tr>
<tr>
<td><strong>Materials:</strong> playdough, small rolling pin, alphabet dough cutters or stampers, vinyl placemats</td>
</tr>
<tr>
<td><strong>Directions:</strong></td>
</tr>
</tbody>
</table>
| • Introduce the alphabet dough cutters or stampers to children. This can be done during group time or in the art center.  
• Explain to children that the dough cutters or stampers will be in the art center for them to use with playdough.  
• Observe to see if children use the materials. Listen to their comments and respond if appropriate. For example, if Ben points to a B he has made and says, “That’s my name.” respond, “Yes, Ben, that’s a B. Your name begins with a B.” |
| **Extension:**                                         |
| • Model rolling playdough into long ropes or “snakes” and say, “I wonder if we could make letters of the alphabet with this play dough.”  
• Observe children to see if they roll out the playdough and make letters. If they do, notice and make comments such as, “Jay, I see you’ve made the letter J. That’s the first letter in your name.” If there are other children whose names begin with the same letter, comment that “Julia and Josh’s names also begin with a J.” |

<table>
<thead>
<tr>
<th>Creative Drama and Dramatic Play Extensions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Benchmark:</strong> 2.1 Shows creativity and imagination in play with materials and props</td>
</tr>
<tr>
<td><strong>Activity:</strong> Magnetic Letters</td>
</tr>
<tr>
<td><strong>Materials:</strong> Magnetic baking sheet or magnetic board and magnetic letters, both upper and lower case, note pads and pencils</td>
</tr>
<tr>
<td><strong>Directions:</strong></td>
</tr>
</tbody>
</table>
| • Place the magnet baking sheet or magnetic board, magnetic letters and note pads and pencils in the dramatic play area.  
• Observe to see how children use the added props. |
### Creative Music Experiences

| Benchmarks: | 2.4 Participates freely in music activities  
3.7 Identifies letters and signs in the environment |
|-------------|------------------------------------------------|

**Activity:** Dancing around the Alphabet

**Materials:** CD or tape of dance tunes, alphabet mats (purchased or teacher-made)

**Directions:**
- Scatter the alphabet mats in a large open space.
- Explain to children that you will play a dance tune and they are to dance around the alphabet until the music stops. When the music stops, they are to put their hand on an alphabet mat near them and name the letter when asked. State that more than one child may put his or her hand on the mat and they will name the letter together.
- Begin to play a lively dance tune, stop the music and invite the children to name the letter of the alphabet they are touching.
- Continue this activity as long as the children remain interested.

**Teacher Note:** Make alphabet mats by printing a different alphabet letter on cardstock, laminate and attach non-slip shelf/drawer liner on the back to prevent the mat from slipping when children put their hand on them.

---

| Benchmarks: | 2.4 Participates freely in music activities  
3.7 Identifies letters and signs in the environment |
|-------------|------------------------------------------------|

**Activity:** Music with Chicka Chicka Boom Boom

**Materials:** Book and CD, or Book and DVD of *Chicka Chicka Boom Boom* by Bill Martin Jr. and John Archambault, illustrated by Lois Ehlert, and stick puppets for each letter of the alphabet. See Attachment: Alphabet Puppets.

**Directions:**
- Read the book, *Chicka Chicka Boom Boom* several times so the children are familiar with the story.
- Provide each child with one or two alphabet stick puppets.
- Explain to the children that you will play the CD or DVD and they are to hold up their letter puppet when the letter is mentioned in the story.

**Teacher Note:** The CD music may be too fast for the children to hear the letter names so you may want to sing the tune at a slower pace with the children.

**Teacher Note:** Make the alphabet stick puppets using lower case letters just as they are depicted in the book. Upper case letters may be used at a later time.

---

### Additional Books

- *A My Name Is Alice* by Jane Bayer, illustrated by Steven Kellogg
- *Chicka Chicka Boom Boom* by Bill Martin, Jr. and John Archambault, illustrated by Lois Ehlert (also available in audio and DVD format)
- *Children – A First Art Book* by Lucy Micklethwait
Introduce and read the book, *Children - A First Art Book*, to the children. This book has one large picture per page and very little text. The painting focuses on the following activities in the life of a child:
- Reading
- Writing
- Making Music
- Dancing
- Riding
- Swinging
- Fishing
- Eating
- Washing
- Sleeping

After children have had the book read to them a couple of times, many will be able to “read” the book on their own.

Make a set of two-piece alphabet puzzles that corresponds to the items in the *Museum ABC* book. For example, on the left half of the puzzle piece, write A and on the right half of the puzzle piece write apple with a picture of an apple. Use card stock for the puzzle pieces and laminate or cover with clear plastic.

Invite children to work the puzzles.
Creative Adventures with Literature

#4: *Just a Little Music* by Mercer Mayer

<table>
<thead>
<tr>
<th>Introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>In this delightful book, <em>Just a Little Music</em> by Mercer Mayer, a well known Arkansas author and illustrator, Little Critter watches a marching band and declares that he wants to play music. After trying out several instruments, he decides he wants to learn to play the drums.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Story Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Become familiar with the book, <em>Just a Little Music</em>.</td>
</tr>
<tr>
<td>• Locate the mouse and spider on the cover and on each page where they appear.</td>
</tr>
<tr>
<td>• Locate a small drum for the fourth reading of the story.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Story Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Benchmarks:</strong></td>
</tr>
<tr>
<td>3.1  Shows enjoyment of books and stories and discussion of them</td>
</tr>
<tr>
<td>5.3  Expands vocabulary</td>
</tr>
<tr>
<td>5.9  Uses language to problem solve</td>
</tr>
</tbody>
</table>

**Book:** *Just a Little Music* by Mercer Mayer

**First Reading of Just a Little Music**
- Be familiar with the book. |
- Show the cover; give title, author and illustrator. Explain that Mercer Meyer wrote the words and drew the pictures. Therefore he is both the author and illustrator. |
- Invite children to look at the cover and describe who and what they see. |
- Identify the characters if children are not familiar with them: Little Critter, his dad and mom, and his little sister. |
- Ask them to name the musical instruments they see. Name the instruments if children do not know them. (drums, xylophone and bugle) |
- Ask them to discuss how they think mom and dad are feeling. |
- Show Little Sister covering her ears and ask why they think she is doing this. |
- Read the story so all children can see the pictures in the book. |
- Allow children to comment on what they see on each page. |
- Follow up by showing the pages where Little Critter is trying out all of the instruments. Invite children to name the instruments and to discuss which instrument they would choose to play. |

**Second Reading of Just a Little Music**
- Show the cover and give the title and author/illustrator. |
- Invite children to recall what they remember about the story. |
- Read the story, pausing to read the different signs on some of the pages. For example, Buzzard Music Store, Music Lessons, Ye New Fashion Shop, Sale Today, Drum Lesson Saturday, My Room Stay Out, Buzzard’s Music School, Wild Critters Band, and Security. |
- Follow up by asking children to describe their favorite part of the story. |

**Additional Benchmark: 3.5 Understands that print conveys a message**

**Third Reading of Just a Little Music**
- Show the cover and ask children to recall the title of the book. |
- Give the author/illustrator and ask children if they remember what each does. Give them prompts if necessary. |
- Read the story so all children can see the pictures in the book.
• Follow up by showing the pages where Little Critter is trying out the different instruments. Begin to read the sentence, “I like the tuba.” But the tuba was just too ______ (heavy). Invite children to complete the sentence. This is called the cloze technique.
• Continue this procedure on the next two pages with the flute, trombone, guitar and drum.

Fourth Reading of Just a Little Music
• Take a small drum to the story reading area, keeping it out of sight of the children until the end of the story.
• Invite a small group of children (3 to 5) to join you for a reading of the story.
• Show cover and give the title.
• Explain that Mercer Meyer, the author and illustrator, does something special in his books; he includes a mouse and a spider on most of the pages.
• Invite children to find the mouse and the spider on the cover.
• Tell children they will be mouse and spider detectives and help find the mouse and the spider on the pages of the book.
• Allow children time to find the mouse and the spider as you read the story.
• Follow up by showing the children the small drum and allow each child a brief time to play it.
• Explain to children that the drum will be placed in the music center for them to play when they are in learning centers.

Teacher Note: Repeat the small group reading for other children who are interested.

Creative Art Extensions

| Benchmarks: 2.10 Explores and manipulates art media  
2.12 Preplans art project and then works with care  
4.6 Coordinates eye and hand movements to complete tasks |
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Activity: Making Drums</td>
</tr>
<tr>
<td>Materials: empty oatmeal boxes and/or similar containers with lids, construction paper or self-adhesive paper, markers, crayons, glue, scissors, collage materials, such as stick on circles and stars, yarn, large circles cut from heavy fabric or vinyl in sizes to fit lids, wooden spoons (optional)</td>
</tr>
</tbody>
</table>
| Directions:  
• Cover empty oatmeal boxes or containers with construction paper or solid colored self-adhesive paper.  
• Glue lids onto containers.  
• Place covered containers, wooden spoons and large fabric or vinyl circles in a box labeled Making Drums and place in the art center.  
• Allow children to explore and experiment with the items in the box.  
• Suggest to children that they make a special drum for themselves by decorating it with some of the materials they find in the art center.  
• Explain to children that they can play their drums in a parade that will be held later, either in the classroom or outdoors. |

Teacher Note: Observe to see what children do with the large fabric or vinyl circles. If one of them glues a circle to the top of the lid, suggest that they strike their drum with their hand or a wooden spoon, then strike another one that hasn’t been covered. Ask if there is a difference in the sound produced when striking the two drums. Why do they think there is a difference? Which sound do they like best?
<table>
<thead>
<tr>
<th>Extension: Making Shakers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Materials:</strong> large plastic eggs, medium-sized jingle bells, rice, beans, tape, stickers</td>
</tr>
<tr>
<td><strong>Directions:</strong></td>
</tr>
<tr>
<td>• Place different items in eggs and seal securely with strong tape.</td>
</tr>
<tr>
<td>• Invite children to decorate the eggs with stickers.</td>
</tr>
<tr>
<td>• Allow children to experiment with the shakers. Encourage them to discuss the different sounds they hear.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Creative Drama and Dramatic Play Extensions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Benchmarks:</strong></td>
</tr>
<tr>
<td>2.1 Shows creativity and imagination in play with materials and props</td>
</tr>
<tr>
<td>2.2 Participates in dramatic play themes that become more involved and complex</td>
</tr>
<tr>
<td>2.3 Assumes various roles in dramatic play situations</td>
</tr>
<tr>
<td><strong>Activity:</strong> Band Prop Box</td>
</tr>
<tr>
<td><strong>Contents:</strong> band uniform jacket, sheet music or music book, 2 or 3 small drums or homemade drums, baton, storage box with list of contents taped to inside cover of the box, sign with name of band</td>
</tr>
<tr>
<td><strong>Directions:</strong></td>
</tr>
<tr>
<td>• Collect props and develop a band prop box.</td>
</tr>
<tr>
<td>• Involve children in giving the band a name and create a sign with that name.</td>
</tr>
<tr>
<td>• Post the sign on the wall in the dramatic play area at child’s eye level.</td>
</tr>
<tr>
<td>• Place the prop box in the dramatic play center.</td>
</tr>
<tr>
<td>• Observe children to see how they play with the props. Do they add other props? Do they pretend to have a parade? Do they pretend to “read” the sheet music?</td>
</tr>
<tr>
<td>• Leave the props in the center as long as children remain interested in playing with them.</td>
</tr>
<tr>
<td><strong>Teacher Note:</strong> If a jacket is not available, locate a blue shirt and attach large gold buttons and gold braid to it. Attach a name tag with the name of the band written on it. Children’s size 10-12 fit young children better than an adult size jacket or shirt.</td>
</tr>
<tr>
<td><strong>Teacher Note:</strong> Consider using the school or center name for the name of the band.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Creative Music Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Benchmark:</strong> 3.35 Functions as a member of the classroom community</td>
</tr>
<tr>
<td><strong>Activity:</strong> Guest Musician</td>
</tr>
<tr>
<td><strong>Materials:</strong> instrument brought in by guest musician, picture of the instrument</td>
</tr>
<tr>
<td><strong>Directions:</strong></td>
</tr>
<tr>
<td>• Invite a guest musician to come in to show an instrument and play it for the children</td>
</tr>
<tr>
<td>• Discuss in advance with the musician what the children will be allowed to do with the instrument.</td>
</tr>
<tr>
<td>• Let him know the approximate amount of time for the activity.</td>
</tr>
<tr>
<td>• Ask him to tell the children why he chose the particular instrument to play and to tell them whether or not he had music lessons.</td>
</tr>
<tr>
<td>• Discuss with children in advance that a musician will be coming to the classroom</td>
</tr>
</tbody>
</table>
and bring an instrument to play for them. Name the instrument and show a picture of it.

- Explain to children what they will be allowed to do, or not do, with the instrument.
- Introduce the children and the musician to each other.
- Stay involved in the activity so that you can guide children’s behavior as needed.

**Teacher Note:** *Involve children in writing a thank you note to the musician.*

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**Benchmarks:**

<table>
<thead>
<tr>
<th>2.8</th>
<th>Identifies the source of a variety of sounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.3</td>
<td>Expands vocabulary</td>
</tr>
</tbody>
</table>

**Activity:** *Play Your Instruments*

**Materials:** CD by Ella Jenkins with song: “Play Your Instruments and Make a Pretty Sound”, CD player, instruments: cow bells, rhythm sticks, maracas, triangle, castanets and tone block

**Directions:**

- Have enough instruments for the number of children in the group. Consider having extra instruments such as rhythm sticks.
- Take CD, player and instruments to music area.
- Explain to children that they will hear a song about different instruments; that the lady singing the song is Ella Jenkins.
- Allow each child to select an instrument.
- Play the song and guide the children to follow the directions given by Ella Jenkins.
- Ask children to pass their instrument to the child on their right. Guide children as needed.
- Play the song again, allowing children to play a different instrument.

**Extension:**

- Collect pictures of musical instruments such as drums, piano, guitar, violin, tuba, flute, and trombone.
- Show pictures one at a time, ask children to name the instrument and to pantomime playing it.
- Invite children to discuss which instrument they would like to learn to play and explain why.

**Benchmarks:**

<table>
<thead>
<tr>
<th>2.4</th>
<th>Participates freely in music activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.7</td>
<td>Experiments with a variety of musical instruments and sound sources</td>
</tr>
<tr>
<td>3.35</td>
<td>Functions as a member of the classroom community</td>
</tr>
</tbody>
</table>

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**Activity:** *Music Center*

**Materials:** musical instruments (purchased and/or homemade), microphone, sheet music or music books, pictures of Instruments, people playing different instruments and marching bands

**Directions:**

- Review the *Curriculum Tips and Techniques* section of *Creative Adventures with Literature* that focuses on setting up and managing a music center for guidance in this activity.
• Place only a few instruments in the center at one time; instruments that you have previously introduced to children so that they know how to use them and take care of them.
• Provide storage for the instruments and review with children how to select and put away the instruments.
• Post music related pictures in the music center.
• Allow this area to be a choice for children during the time they are in learning centers.

Teacher Note: Make a microphone using ½ of an empty paper towel cylinder covered in aluminum foil. Add a ball of aluminum foil to the top.

Benchmarks: 2.4 Participates freely in music activities  
2.9 Moves in time to the beat

Activity: Let’s Have a Parade

Materials: musical instruments (purchased or made), lively march tune on CD, player, baton

Directions:
• Invite children to select a musical instrument and become a part of a marching band. Suggest that those who made a drum may want to choose it to play as they march.
• Begin to play the march tune and lead the group with the baton.

Teacher Note: Consider taking the marching band outdoors where there is more room to move and where noise is not a concern.

Benchmarks: 2.7 Experiments with a variety of musical instruments and sound sources  
3.12 Recognizes patterns and can repeat them (patternning)

Activity: Drum Echo

Materials: drums

Directions:
• Involve a small group of children in this activity.
• Provide a drum for each child and one for yourself.
• Explain to children that you are going to play your drum and they are to echo, or play the same pattern.
• Play a short pattern on your drum such as tap, tap, pause and invite children to play the same pattern.
• Vary the number, tempo and intensity of the pattern.
• Play another pattern and invite children to echo that pattern.
• Invite children to take turns playing a pattern on their drum and you and the other children echo the pattern.
• Continue this activity as long as children remain interested.
**Teacher Note:** Allow other interested children to join in the activity or to form their own groups for drum echo.

**Teacher Note:** Refer to BAMMM - Learning Activity #9 – I Can Play Sticks for activities with rhythm sticks.

### Additional Books

- *Jazz Baby* by Carole Boston Weatherford, illustrated by Laura Freeman
- *Thump, Thump, Tat-a-Tat-Tat* by Gene Baer, illustrated by Louis Ehlert
- *Zin! Zin! Zin: A Violin* by Lloyd Moss, illustrated by Marjorie Priceman

### Additional “Little Critter” Ideas

- Add other Little Critter books by Mercer Meyer to the library area. Observe to see if children look at the books and search for the mouse and the spider.
- Read the book, *Jazz Baby*, to the children in large or small group. Practice reading the book aloud so that you have the jump rope jingle rhythm when you read it with the children.
- Look for opportunities for children to see and listen to a marching band. For example, if your program is located on a school campus with a marching band, arrange for children to observe a band practice. Let families know about parades with bands in the community and suggest that they take their children to the event.
- Look for additional CDs or tapes with songs about bands. Examples include: “Old MacDonald Had a Band” from Singable Songs for the Very Young by Raffi “Old MacDonald’s Band” and “Tap Your Sticks” from Rhythm on Parade (Revised and Expanded Version) by Hap Palmer.
- Invite children to listen for different rhythms in the environment; for example, the dripping of a faucet, the sound of footsteps, the chirping of a bird.
### Creative Adventures with Literature

**#5: Giraffes Can’t Dance by Giles Andreae, illustrated by Guy Parker-Rees**

#### Introduction

In this delightful book, *Giraffes Can’t Dance* by Giles Andreae, illustrated by Guy Parker-Rees, Gerald, the giraffe, is sad when he thinks about the Jungle Dance which is held each year in Africa “because when it came to dancing he was really very bad.” Children will relate to Gerald and his plight in this rhyming read-aloud with bright and bold illustrations that so beautifully support the text.

#### Connection to Curriculum

Consider using this curriculum guide as a supplement to the Adventures in Learning Topic of Study: Animals in the Jungle.

#### Story Preparation

- Become familiar with the book, *Giraffes Can’t Dance*. Practice reading it aloud so that you can convey the different feelings expressed in the story.
- Practice reading the poem, “The Giraffe” aloud.
- Locate a picture of a giraffe (use a web search on Google images for “giraffe.”)

#### Story Presentation

**Benchmarks:**
- 3.1 Shows enjoyment of books and stories and discussion of them
- 5.3 Expands vocabulary

**Book:** *Giraffes Can’t Dance*

**First Reading of Giraffes Can’t Dance**

- Say the poem, “The Giraffe.” As you say the last line, show children the picture of the giraffe

  
  “The Giraffe”

  I went walking one sunny day
  And guess what I saw coming my way?

  I saw an animal walking toward me
  Eating the leaves off the top of a tree.

  He had the longest neck I’ve ever seen
  As he ate the leaves that were so very green.

  This strange looking animal was a sight to behold.
  This very tall animal was a giraffe, I’m told.

  -Dot Brown

- Invite children to tell you what they know about giraffes. Ask questions such as, “Have you ever seen a giraffe?” Where did you see a giraffe?” “What are some things you noticed about the giraffe?” “How tall do you think a giraffe might be?”
- Show the cover, give title, author and illustrator.
- Invite children to look at the cover and describe what they see.
- Ask children if they think giraffes can or can’t dance and to explain their answers.
- Read the story so all children can see the pictures in the book.
• Allow children to comment on what they see on the pages.
• Follow up with questions such as, “Were you right? Could Gerald the giraffe dance? What music did Gerald dance to?”

Second Reading of Giraffes Can’t Dance
• Show the cover and give the title, author and illustrator.
• Invite children to recall what they remember about the story.
• Begin to read the story, pausing on the pages that show all of the animals and the sign JUNGLE DANCE.
• Point to the sign and state that this says “JUNGLE DANCE.”
• Point to the different animals on the pages and invite children to name those they know. Name others that are familiar to you.
• Point to Gerald and ask children how he is feeling.
• Read the next four pages and involve children in naming the different animals as they are dancing.
• Continue with the story to the end.
• Follow up by showing the appropriate pages and asking questions such as, “How do you think Gerald felt when the other animals called him clumsy and weird?” “Who was it that helped Gerald learn to dance?” “How do you think Gerald felt when he danced and the animals said, ‘Gerald’s the best dancer that we’ve ever seen’?”
• Invite children to describe how they feel when someone calls them names or makes fun of them. How do they feel when someone helps them learn to do something? Support them in their feelings.

Teacher Note: Do a web search on Google images for jungle animals and see if you can locate pictures and names of the animals in the book that are unfamiliar to you. Print the pictures on cardstock if they are not copyrighted.

Additional Benchmarks: 1.25 Identifies one’s own feelings  
1.26 Expresses thoughts and feelings in words  
1.27 Identifies and understands others’ emotions and intentions  
3.5 Understands that print conveys a message

Third Reading of Giraffes Can’t Dance
• Show the cover and ask children to recall the title of the book.
• Give the author and illustrator and ask children if they remember what each does. Give them prompts if necessary.
• Read the story so all children can see the pictures in the book.
• Discuss the sounds Gerald heard in the jungle: grass and trees swaying, cricket playing the violin.
• Explain to children that they will be going on a listening walk. This means they will need to be very quiet so they can hear all the sounds around them.
• Ask children to predict what sounds they think they might hear on their walk.
• Take a walk around the playground, the neighborhood or the school grounds.
• Return to the classroom after the walk and ask children to recall all the sounds they heard on their walk. Were their predictions correct?
• Record on a marker board, chalkboard or chart sheet the sounds the children heard. Here is an example of how to write what the children might say.

Our Listening Walk
John said, “I heard birds singing.”
Maria said, “I heard an airplane.”
Jake said, “I heard a dog barking.”
**Creative Art Extensions**

- 2.10 Explores and manipulates art media
- 2.11 Creates drawings and paintings that gradually become more detailed and realistic
- 3.5 Understands that print conveys a message

**Activity:** Things We Heard on Our Listening Walk

**Materials:** art media such as crayons, markers, variety of collage materials, paper, scissors, glue

**Directions:**
- Discuss with children the things they heard on their listening walk.
- Read to them the dictation that they wrote after the walk.
- Invite children to draw pictures of what they heard on their listening walk.
- Write on their drawing their dictation about the walk if they request this.

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**Creative Drama and Dramatic Play Extensions**

- 2.1 Shows creativity and imagination in play with materials and props
- 2.2 Participates in dramatic play themes that become more involved and complex
- 2.3 Assumes various roles in dramatic play situations

**Activity:** Dancing Prop Box

**Materials:** dance costumes, ballet and tap shoes, storage box with list of contents taped to the inside of the cover, full length mirror securely mounted on the wall, old camera

**Directions:**
- Collect props and develop a dancing prop box
- Place the prop box in the dramatic play center.
- Observe children to see how they play with the props, Do they dress in the costumes and look at themselves in the mirror? Do they take each others picture in the costumes? Do they dance?

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**Creative Music Experiences**

- 2.4 Participates freely in music activities
- 2.5 Enjoys singing games, dramatizing songs and moving to music
- 2.9 Moves in time to the beat

**Activity:** Dancing Children

**Materials:** *Giraffes Can’t Dance*, CDs or tapes of different dance tunes (see below for suggested list of CDs that feature dance music for children, player

**Directions:**
- Show pictures and read the text in the book, *Giraffes Can’t Dance*, that names the different dance steps that the animals are dancing to.
- Explain to children that you are going to play some dance tunes and invite them to listen to them and move like the music tells them to move.
• Play one dance tune and observe the children. Do they seem to be responding to the tempo they are hearing?
• Explain to the children that you’re going to play a different tune and invite them to listen to this one and move like the music tells them to move.
• Observe children to see if they respond differently to the second tune than they did to the first one.

**Teacher Note:** Involve children in dance activities throughout the year.

**Benchmarks:**
2.5 Enjoys singing games, dramatizing songs and moving to music  
2.9 Moves in time to the beat

**Activity:** Dancing Guest

**Materials:** CD and player (if requested by guest)

**Directions:**
- Invite a parent or a dance instructor to come in and demonstrate different types of dances.
- Discuss with the guest in advance strategies for involving the children in the dances.
- Seek out dance groups in the community who might come in and demonstrate and involve the children in different types of dances. For example a square dance group or a group at the local school who can demonstrate an Irish jig or clogging are possibilities.

**CDs of Dance Tunes for Children**


**Additional Books**

- *Barn Dance* by Bill Martin, Jr. & John Archambault, illustrated by Ted Rand  
- *Dance Away* by George Shannon and Jose Aruego  
- *Dancing Feet* by Lindsey Craig, illustrated by Marc Brown  
- *Hilda Must Be Dancing* by Karma Wilson, illustrated by Suzanne Walls  
- *Jazz Baby* by Carole Boston Weatherford, illustrated by Laura Freeman  
- *Rumble in the Jungle* by Giles Andreae, illustrated by David Wojtowycz

**Additional “Giraffes Can’t Dance Ideas”**

- Post pictures of a giraffe and other animals in the jungle in the dramatic play area and in the art center.
- Locate fabric with animals in the jungle, make a tablecloth and place it on the table in the dramatic play area.
Creative Adventures with Literature

#6: What a Wonderful World by George David Weiss and Bob Thiele, illustrated by Ashley Bryan

<table>
<thead>
<tr>
<th>Introduction</th>
<th>Children will truly think <em>What a Wonderful World</em> it is as they listen to the poetic words of the song sung by Louis Armstrong and view the pictures by Ashley Bryan that so beautifully illustrate that wonderful world.</th>
</tr>
</thead>
</table>
| Story Preparation | • Have available a recording (CD or tape) of Louis Armstrong singing “What a Wonderful World.”  
• Listen to the words of the song and synchronize them with the text and illustrations in the book.  
• Locate a picture of Louis Armstrong, if possible. (May be on cover/jacket of CD or tape or search on Google Images) |
| Story Presentation | **Benchmarks:**  
3.1 Shows enjoyment of books and stories and discussion of them  
5.1 Demonstrates phonological awareness (hearing and recognizing the sounds of language)  
**Book:** *What a Wonderful World* by George David Weiss and Bob Thiele, illustrated by Ashley Bryan  
**First Reading of What a Wonderful World**  
• Take the book, the CD or tape with the song, “What a Wonderful World”, and a player to the story reading area.  
• Explain to children that you are going to play a song for them; a song sung by a man whose name is Louis Armstrong. Show children a picture of the singer.  
• Invite children to listen carefully to the words of the song, especially those that tell all of the things the singer sees. Suggest that they close their eyes as they listen; that sometimes we hear more clearly when our eyes are closed.  
• Close your eyes as you play the song.  
• Invite children to recall all of the things that Louis Armstrong sees as he sings the song.  
• Record on a chart sheet or marker board the things that children say he saw.  
• Show the cover of the book and read the title, give the authors and the illustrator. Explain that the authors wrote the words to the song and these words are written in the book.  
• Say to children, “I’m going to play the song again and show you the pictures that go with the words in the song. Then we’ll check our list to see if it matches up with what you see in the pictures.”  
• Play the song while showing the corresponding pages in the book.  
• Follow up by the showing the pages, involve children in identifying the things the singer sees, compare with the original list and add items that were missed.  
**Second Reading of What a Wonderful World**  
• Take the book, the CD or tape of the song and the player to the story reading area.  
• Show the cover of the book and ask children to recall the title.  
• Give the authors and illustrator. |
Third Reading of *What a Wonderful World*

- Take the book, the CD or tape and a player to the story reading area.
- Show the picture of Louis Armstrong to the children and ask them to recall his name. Do they remember what he is sometimes called? (Satchmo)
- Call attention to Louis Armstrong on the cover and explain that he is best known for playing the trumpet.
- Suggest that children look for pictures in the book that show him playing the trumpet.
- Play the song while showing corresponding pictures.
- Allow children to comment when they see Louis Armstrong and his trumpet.
- Follow up by showing the title page and invite children to describe what they see. (puppets, rainbow, signs, flowers, trees)
- Read the sign that says PUPPET SHOW TODAY and say, “The children seem to be getting ready for a puppet show. Let’s listen to the song and look at the pictures again. Look for the pictures that seem to be stick puppets. Then we’ll think about our own puppet show.”
- Play the song while showing the pictures.
- Focus on the double spread pages before the last page of the book. Involve children in identifying the different puppets the children have made. Read the sign, SATCHMO THE GREAT to the children.
- Explain to children that there will be a variety of materials in the art center that they can use to make puppets to represent themselves or other things from the story.
- Show them an example of a puppet, such as the rainbow, from the song so that they can see how it is attached to the craft stick.

Additional Benchmark: 3.5 Understands that print conveys a message

**Creative Art Extensions**

- **Benchmarks:** 2.10 Explores and manipulates art media  
  2.12 Preplans art project and then works with care  
  4.6 Coordinates eye and hand movements to complete tasks

- **Activity:** Creating Puppets

- **Materials:** photo (portrait pose/head shot) of each child, yarn, cardstock, fabric scraps, lace, ribbon, bright colors of construction paper, sticks or paint paddles, scissors, glue

- **Directions:**  
  - Place the puppet-making materials in the art center.
  - Let children know that they are free to make other puppets from the story.

- **Teacher Note:** If you are unable to provide photos of each child, suggest that children draw their own picture for the puppet.
### Benchmarks: 2.1 Shows creativity and imagination in play with materials and props

**Activity:** Puppet Show

**Materials:** teacher-made stick puppets for the song, “What a Wonderful World.”, stick puppets made by the children, CD or tape of Louis Armstrong singing song, player

**Directions:**
- Invite children to bring their puppets and join you in the story-reading area.
- Select the following puppets for your use during the song: trees, red roses, flowers, sun, moon, stars, rainbow, clouds, baby, owl, world, Louis Armstrong
- Arrange the puppets in the order that they are mentioned in the song.
- Practice with the puppets and the song.
- Explain to children that they will hold up their puppets while you play the song and show puppets of things they see.
- Invite children to select some of the puppets you have made and repeat the puppet show with their new puppets.

**Teacher Note:** Make puppets (See What a Wonderful World for patterns Locate at A Story a Month on the Arkansas Better Beginnings website. Invite the children to use the puppets as you play the CD or tape of the song. Do this only after children have had an opportunity to make their own puppets. Do not provide the patterns for children to use in creating their puppets.

**Teacher Note:** Children may enjoy presenting their puppet show to their peers and to other classrooms in the center. However, this is not a performance for adults unless children request this.

### Benchmarks: 2.1 Shows creativity and imagination with materials and props

**Activity:** Music and Puppets

**Materials:** puppets made by children, CD or tape of Louis Armstrong singing "What a Wonderful World", CD or tape of Louis Armstrong playing the trumpet, player which children are allowed to use independently

**Directions:**
- Explain to children that they may take their puppets into the music area if they so choose and describe the CD or tape that will be available for their use.
- Observe to see how children use the materials.

**Benchmark: 3.35 Functions as a member of the classroom community**

**Activity:** Guest Trumpet Player

**Materials:** trumpet brought by musician, picture of a trumpet, picture of Louis Armstrong

**Directions:**
- Invite someone who plays the trumpet to come in and show the instrument and play it for the children. Explain to the musician that the children have been learning about Louis Armstrong who plays the trumpet.
- Discuss in advance with the musician what the children will be allowed to do with the trumpet.
- Let him know the approximate time for the activity.
- Discuss with the children in advance that a musician will be coming into the classroom to play the trumpet for them. Show children a picture of a trumpet.
- Explain to children what they will be allowed to do, or not do, with the trumpet.
- Post the picture of the trumpet and of Louis Armstrong in the area where this activity will take place.
- Introduce the children and the musician to each other.
- Stay involved in the activity so that you can guide children’s behavior as needed.

Extension:
- Locate a CD or tape of Louis Armstrong playing the trumpet.
- Explain to children that they will listen to a song by Louis Armstrong as he plays the trumpet.
- Recall with the children how the guest musician held and played the trumpet.
- Suggest that children pretend to play a trumpet as they listen to the music.
- Pretend to play a trumpet with the children.

Teacher Note: Involve children in writing a thank you note to the musician.

### Additional Books

**Whoever You Are** by Mem Fox, illustrated by Leslie Staub

### Additional “What a Wonderful World” Ideas

- Provide neon crayons or paints in the Art Center for children to use along with a copy of the book.
Creative Adventures with Literature

#7: *Dancing Feet* by Lindsey Craig, illustrated by Marc Brown

### Introduction

The text in *Dancing Feet* by Lindsey Craig is catchy and rhythmic and features funny sound words and an element of guessing. Add Marc Brown’s artwork, which are collages of simple shapes that are bright and colorful, and you have a delightful read-aloud treat.

### Story Preparation

- Become familiar with the book, *Dancing Feet*.
- Practice reading the story aloud so that you can convey the rhythm of the text.
- Listen to the CD or tape and become familiar with the different songs, especially Animal Actions I and Animal Actions II.

### Story Presentation

#### Benchmarks:

- 3.1 Shows enjoyment of books and stories and discussion of them
- 5.1 Demonstrates phonological awareness (hearing and recognizing the sounds of language)
- 5.3 Expands vocabulary
- 5.9 Uses language to problem solve

#### Book: *Dancing Feet*

**First Reading of *Dancing Feet***

- Take the book, the CD or cassette tape, *Kids in Motion*, and player to the book reading area and begin to play one of the lively tunes such as the title song, “Kids in Motion.”
- Invite children to join you as you move to the music.
- Say to the children, “We have been using our dancing feet. Now we’re going to read a book about dancing feet.”
- Show the cover, give title, author and illustrator. (Explain that the author is the person who writes the words and the illustrator is the person who creates the pictures.)
- Invite children to look at the cover and name the animals they see. Ask what they think the elephant and the ladybug are doing. Accept all answers.
- Read the story so all children can see the pictures in the book.
- Read the first page and invite children to answer the question, “Who is dancing that tippity beat?”
- Say, ”Let’s see if you are right” as you turn the page and read the text.
- Continue this pattern as you read about each animal.
- Follow up by showing the pages with the questions and involve children in naming the animals they will see on the next page.

**Second Reading of *Dancing Feet***

- Show the cover and ask children to recall the title of the book. Give author and illustrator.
- Read the book and encourage children’s participation.
- Follow up by asking children to stand so they can pretend to dance like the animals in the story.
- Show the pages where each animal is dancing and ask children to imitate that animal’s dance:
  - Ladybug – tippity (walk on tiptoes)
Elephant – stompity (stomp)
Duck – slappity (slap feet on floor)
Caterpillar – creeping (move on hands and feet)
Bear – thumpity (see Note below)
Lizard – clickity (see Note below)

Teacher Note: Invite children to say how you would make thumpity noise (pat thigh or hit a drum, for example) and clickity noise (snap fingers or click hand castanets, for example). Have the drum and hand castanets with you as you demonstrate the noise each makes.

Third Reading of Dancing Feet
• Show the cover and ask children to recall the title of the book.
• Give the author and illustrator and ask children if they remember what each does. Give them prompts if necessary.
• Read the story so all children can see the pictures in the book.
• Encourage children to join in the reading of the story.
• Follow up by reading the story, pausing to allow children to complete the sentences as follows:
  "Who is dancing that tippity _____? (beat)
  "Tippity! Tippity! Happy _____! (feet)
  This is called the cloze technique.
• Call attention to the two rhyming words on some of the pages (feet and beat).

Creative Art Extensions

Benchmarks:
2.10 Explores and manipulates art media
2.11 Creates drawings and paintings that gradually become more detailed and realistic
2.12 Plans art project and then works with care
4.6 Coordinates eye and hand movement to complete tasks

Activity: Creating a Collage

Materials: Dancing Feet, textured paper such as wallpaper samples and corrugated cardboard (some of paper cut in shapes and some not), construction paper, colored pencils, scissors, glue, sturdy base such as cardboard for collage base, crayons, markers, stick on dots

Directions:
• Show the book, Dancing Feet, to the children and invite them to look carefully at the illustrations/artwork by Marc Brown.
• Invite them to describe what they see and how they think the pictures were made.
• Explain that the artist used collage materials to create the illustrations. Involve them in locating the various shapes used.
• Show children the collage materials that will be added to the art center.
• Allow children to explore the materials. Listen for their comments. Ask them if they can find something that has ridges or feels bumpy and to identify the shapes they see.
• Invite children to use the materials to create their own artwork.

Activity: Create an Art Gallery

Materials: display area such as poster board, paper from roll, tri-fold display, bulletin board at child’s eye level, display space created with a border or masking tape
### Creative Drama and Dramatic Play Extensions

**Directions:**
- Use one of the display areas listed or your own idea to create a gallery for display of children’s art. Label it: **Art Gallery – Our Collages**
- Invite children to display their collages in the art gallery.

**Benchmarks:**
1. Shows creativity and imagination in play with materials and props
2. Participates in dramatic play themes that become more involved and complex
3. Assumes various roles in dramatic play situations

**Activity:** **Dancing Feet Prop Box**

**Materials:** ballet and tap shoes, dance costumes, storage box with list of contents taped to the lid, full length mirror securely mounted on wall, pictures of dancers

**Directions:**
- Collect props and develop a dancing prop box.
- Place the prop box in the dramatic play center.
- Post a couple of pictures of dancers in the dramatic play area.
- Observe children to see how they play with the props. Do they dress in the dance costumes and look at themselves in the mirror? Do they put on the dance shoes and try and dance in them? Do they look at the pictures of dancers that are posted in the area?

**Benchmarks:**
1. Shows creativity and imagination in play with materials and props
2. Assumes various roles in dramatic play situations

**Activity:** **Dancing Feet Puppets**

**Materials:** stick puppets of the animals in the book, *Dancing Feet*.

**Directions:**
- Make stick puppets of the animals in the book.
- Invite children to join you in the story reading area or in the library for a puppet show.
- Allow children to select a puppet and explain that they will use them to help tell the story.
- Read the story, *Dancing Feet*, and invite children to hold up their puppet and make it dance when you read about their particular animal.
- Allow the children to use the puppets independently and present their own show to other children in the group.

### Creative Music Experiences

**Benchmarks:**
1. Participates freely in music activities
2. Experiments with a variety of musical instruments and sound sources
3. Moves in time to the beat

**Activity:** **Let’s Dance**

**Materials:** Kids in Motion CD by Greg and Steve, player, book, *Dancing Feet*
Directions:

• Begin to play the title song from the CD, “Kids in Motion” as children join you in the music area.
• Join children as they follow the directions in the song and move to the music.
• Show the book, *Dancing Feet*, and recall with the children some of the animals in the book: ladybugs, elephant, duck, caterpillar, bear, lizard.
• Explain to children that you will play two songs about animal actions and that some of the animals in the story are in the song. State that they are to listen and move like the animals in the song.
• Play Animal Actions 1, then Animal Actions 2 from the CD and join children in doing animal actions.
• Ask children to recall the animals from the story that are in the song: elephant and duck

Teacher Note: *If you are unable to locate the Kids in Motion CD, choose other dancing music for children to move to.*

Additional Books

* Barn Dance by Bill Martin, Jr. & John Archambault, illustrated by Ted Rand  
* Dance Away by George Shannon and Jose Aruego  
* Giraffes Can’t Dance by Giles Andreae, illustrated by Guy Parker-Rees  
* Hilda Must Be Dancing by Karma Wilson, illustrated by Suzanne Walls  
* Jazz Baby by Carole Boston Weatherford, illustrated by Laura Freeman  
* Rumble in the Jungle by Giles Andreae, illustrated by David Wojtowycz

Additional “Dancing Feet” Ideas

• Involve families in contributing dance shoes and costumes for the dancing feet prop box.
• Make sure children wear socks when wearing the dance shoes. Use a disinfectant spray to sanitize the shoes.
Creative Adventures with Literature

#8: The Three Little Pigs by Paul Galdone and
The Three Little Javelinas by Susan Lowell, illustrated by Jim Harris

Introduction
Children through the ages have enjoyed the story of The Three Little Pigs. Now they will have an opportunity to meet the lovable and wild cousins of the pigs in a southwestern adaptation of the story titled The Three Little Javelinas.

Story Preparation

- Read and become familiar with both books.
- Practice saying the following words in The Three Little Javelinas: javelinas (pronounced ha-ve-LEE.nas) and saguaros (pronounced sa-WA-ros).
- Prepare a chart on a regular size sheet of paper as follows:
  Draw a vertical line down the middle of the sheet so that there are two equal columns.
  Write Three Pigs at the top of the left column and Three Javelinas at the top of the right column.
  Make enough copies so that you have a sheet to use with small groups of children (3-5 children per group). The number of sheets will depend on the number of children in your classroom. Record answers to the following questions on the sheets.
  - Write on another sheet of paper the following questions to ask children after you have read both stories to them:
    Tell me the name of the 3 characters in each of the books.
    Tell me the name of the animal in each of the books that wants to harm the pigs.
    Describe what the ground is like where the pigs live. What do you see growing?
    Describe what the ground is like where the javelinas live. What do you see growing?
    What materials do the pigs use to build their houses?
    What materials do the javelinas use to build their houses?
    What noise does the wolf make when he tries to blow the pig’s house down?
    What noise does the coyote make when he tries to blow the javelina’s house down?
    Describe what happens to the first two pigs.
    Describe what happens to the first two javelinas.
    Describe what happens to the wolf.
    Describe what happens to the coyote.

Teacher Note: This activity can be done with the total group as opposed to small groups if desired. Use a chart sheet instead of regular size paper so all children can participate.

Teacher Note: In the Story Presentation there are 2 readings of each book, plus a reading with small groups of children. Plan to present the stories on successive days; for example the first reading of The Three Little Pigs on Monday and the second reading on Tuesday; the first reading of The Three Little Javelinas on Wednesday, and the second reading on Thursday. On Friday, involve small groups of children in experiences with both books.
Teacher Note: If you feel creative, draw a picture of the three pigs and a picture of the three javelinas at the top of the column on the chart sheet in the appropriate column.

### Story Presentation

**Benchmarks:**

1. **3.1** Shows enjoyment of books and stories and discussion of them
2. **3.2** Uses picture cues to tell a story

**Books:**

- *The Three Little Pigs* by Paul Galdone
- *The Three Little Javelinas* by Susan Lowell, illustrated by Jim Harris

**First Reading of *The Three Little Pigs***

- Be familiar with the book.
- Show the cover, give title, author and illustrator. (Explain that the author is the person who writes the words and the illustrator is the person who draws the pictures.)
- Invite children to look at the cover and describe who and what they see.
- Read the story so all children can see the pictures in the book.
- Follow up by showing pages and inviting children to retell the story as they look at the illustrations.

**Second Reading of *The Three Little Pigs***

- Show the cover, give title, author and illustrator.
- Read the story so all children can see the pictures in the book.
- Invite children to join you in saying sentences and phrases that repeat. Examples include: “Not by the hair of my chinny-chin-chin!” “Then I’ll huff, and I’ll puff, and I’ll blow your house in.” “And he huffed, and he puffed and he blew the house in.”
- Follow up by showing the first page and asking children how they think the mother and the pigs felt when the 3 pigs left home. If children do not notice, call attention to the tears on the mother’s face and on the face of one of the pigs.
- Call attention to the grass and flowers that are growing.
- Show the page where the wolf is blowing down the house made of straw and invite children to discuss why they think the wolf was able to blow this house down.
- Show the page where the wolf is blowing down the house made of sticks and invite children to discuss why they think the wolf was able to blow this house down.
- Show the page where the little pig is building his house of bricks and the page where the wolf cannot blow it down. Invite children to discuss why they think the wolf was not able to blow down the brick house.
- Accept all explanations that children give you.

**Additional Benchmark: 5.9 Uses language to problem solve**

**First Reading of *The Three Little Javelinas***

- Show the cover and read the title of the book. State the author and illustrator.
- Invite children to look at the cover and describe what they see.
- Explain to children that javelinas (ha-ve-LEE-nas) are cousins of pigs and that they live in the desert where it is very hot and the ground is sandy (point to ground in illustration).
- Begin to read the book to the children, taking time to explain the words that children may not know and to point out things in the pictures that may be unfamiliar to them. Examples include:
  - snout (javelina’s nose and jaws)
  - cactus (desert plant with prickly spines, something like thorns; spines can best be seen on the page where second javelina is walking in the hot sun)
o saguras (sa-WA-ros – giant cactus plants)
o tumbleweed (desert plant that breaks off near the ground when it dries out and is blown about by the wind)
o adobe brick (bricks made from mud and straw and dried in the sun; used to build houses in the desert – show the house of the third javelina)

- Allow children time to see the pictures and to make comments about the story.
- Follow up by showing the double-spread pages and inviting children to tell you something about what is happening on them.

Additional Benchmark: 5.3 Expands vocabulary

Second Reading of *The Three Little Javelinas*
- Show the cover and invite children to recall the title of the book.
- Give author and illustrator.
- Read the story so all children can see the pictures in the book.
- Invite children to join you in saying phrases and sentences that repeat. Examples include: “Little pig, little pig, let me come in.” “Not by the hair of my chinny-chin-chin.” “Then I’ll huff, and I’ll puff, and I’ll blow your house in.” “And he huffed, and he puffed....”
- Allow children time to see the pictures and make comments about the story. If they notice similarities or differences in this story and the story of *The Three Little Pigs*, say “Yes, that is the same” or “Yes, that is different.” “I’m glad you noticed that.”
- Follow up by showing the page where the first pig built his house of tumbleweed and the pages where the coyote blew the tumbleweed house away. Ask children why they think the coyote was able to blow this house away.
- Show the page where the two pigs are laying down in the house build of sticks and recall with children that the coyote blew this house down, too. Ask children why they think the coyote was able to blow this house in.
- Show the page where the third little javelina is getting bricks to build her house.
- Turn the page and read, “So the third javelina built herself a solid little adobe house.” Ask children why they think the coyote couldn’t blow this house in.
- Accept all of the answers that children give you.

Additional Benchmark: 5.9 Uses language to problem solve

Benchmark: 3.5 Understands that print conveys a message
3.22 Makes comparisons (scientific process: comparing)

Activity: Contrasting *The Three Little Pigs* and *The Three Little Javelinas*
- Take the two books and the chart sheets with questions to a quiet area in the room.
- Gather three to five children together for this activity.
- Show children the covers of the two books and invite them to first tell you some things they remember about *The Three Little Pigs*, then some things they remember about *The Three Little Javelinas*.
- Show the chart sheet and state that in this column (show left column) you will write things they say about the three pigs and in this column (show right column) you will write things they say about the three javelinas.
- Show the cover of the book, *The Three Little Pigs*, and invite children to tell you who they see (pigs or three pigs).
- Record in the left column children’s response.
- Show the cover of the book, *The Three Little Javelinas*, and invite children to tell you who they see (javelinas or three javelinas).
- Record children’s response in the right column, opposite what you have recorded.
in the left column.

- Repeat this process with the other questions on the sheet.
- Show pictures in the book to help jog children’s memory.
- Review the recordings as follows:
  Say, “Let’s see what we have said about the story in each of the books. Here we have said the book is about three pigs” (run your hand under the word(s) as you say them).
  “Here we have said the book is about the three javelinas” (run your hand under the word(s) as you say them).
- Continue until you have reviewed all of children’s responses.
- Thank children for helping you remember and write down things about the two stories.
- Continue this activity with other small groups of children.

Creative Art Extensions

Benchmarks:
- 2.10 Explores and manipulates art media
- 3.5 Understands that print conveys a message
- 3.20 Uses senses to learn about the characteristics of the environment and to collect data (scientific process: observing)
- 3.21 Uses words to describe the characteristics of objects (scientific process: communicating)
- 3.22 Makes comparisons (scientific process: comparing)
- 3.23 Shows awareness of cause-effect relationships

Activity: Sand Dough

Materials:
- 3 cups clean sand, 3 cups plain flour, 1 cup water, ¼ cup oil, regular play dough, illustrated chart with sand dough recipe, measuring cups (one for dry ingredients and one for liquids), mixing bowl, large spoon, tray, vinyl placemat

Directions:
- Prepare an illustrated chart with sand dough recipe. Laminate or cover with clear adhesive for durability.

![Sand Dough Recipe](image)
• Gather sand in a container, flour in container, water in plastic pitcher and oil in a plastic bottle. Place the ingredients, plus the mixing bowl, measuring cups and spoon on a tray. Place the tray on a table in the art center.
• Explain to children that you will be making a special kind of play dough in the art center and that they may choose to help with this when they are in the center.
• Give children who join you a small ball of regular play dough and invite them to describe how it feels.
• Read the recipe with the children and invite them to reread it with you to confirm their understanding of the process.
• Ask children to predict what they think will happen when all of the ingredients are mixed together.
• Invite children to feel the sand and the flour and describe how each feels. Remind children that the three javelinas live in the desert where the ground is sandy.
• Involve children in measuring the ingredients and mixing them in a bowl.
• Place the dough on a vinyl placemat and knead it until it forms a ball.
• Add more water if the dough is too dry or more flour if it is too wet.
• Involve children in discussing how this dough feels. Does it feel different from the regular play dough?
• Allow children to use the sand dough just as they do regular play dough.
• Store the sand dough in an airtight container.

Benchmarks: 2.10 Explores and manipulates art media
3.20 Uses senses to learn about the characteristics of the environment and to collect data (scientific process: observing)
4.6 Coordinates eye and hand movements to complete tasks

Activity: Sandpaper Art

Materials: sheets of sandpaper (medium grade), crayons

Directions:
• Invite children to rub their hands over the sandpaper and describe how it feels.
• Explain that you will place the sandpaper in the art center as another type of paper for drawing on with crayons.
• Observe to see if children draw on the sandpaper.

Benchmarks: 2.10 Explores and manipulates art media
4.6 Coordinates eye and hand movements to complete tasks
4.8 Uses writing and drawing tools with control and intention

Activity: Crayon Rubbings Outdoors

Materials: lightweight paper, peeled crayons

Directions:
• Explain to children that they will have an opportunity to use crayons outdoors.
• Show them the paper and peeled crayons and demonstrate how to do a rubbing if children have not had previous experiences with this. Use a piece of grained wood for the demonstration.
• Explain to children that rubbings are best done on a surface that is rough.
• Take children outdoors and invite them to touch the different surfaces they encounter to see if they think it will be a good surface for a rubbing.
- Allow children to use the paper and crayons to experiment with rubbings.

**Teacher Note:** This activity can be more successful if children have had previous experiences with rubbings. Suggested items for indoor rubbings include embossed vinyl floor covering and embossed greeting cards.

**Teacher Note:** Children will discover that things that are smooth don’t make good rubbings.

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**Benchmarks:**
- 2.10 Explores and manipulates art media
- 3.20 Uses senses to learn about the characteristics of the environment (scientific process: observing)
- 3.21 Uses words to describe the characteristics of objects (scientific process: communicating)
- 3.22 Makes comparisons (scientific process: comparing)
- 3.23 Shows awareness of cause-effect relationships

**Activity:** Tempera and Sand Painting

**Materials:** tempera paint, brushes, paper, sand in a shaker with large holes

**Directions:**
- Add tempera paint and brushes to the art center.
- Allow children to paint at the easel.
- Show children the sand in the shaker and ask them what they think might happen if they shake sand on their painting while it is still wet. Accept all answers.
- Allow child to decide if they want to shake sand onto their painting. If they do, place painting on a tray or large flat box and allow children to shake sand on their painting. Let painting dry lying flat so that paint does not run. Help children shake off excess sand when paint is dry.
- Invite children to touch their dry painting and describe how it feels. Does it feel different than their painting without sand?

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**Creative Drama and Dramatic Play Extensions**

**Benchmarks:**
- 2.1 Shows creativity and imagination in play with materials and props
- 2.2 Participates in dramatic play themes that become more involved and complex
- 2.3 Assumes various roles in dramatic play situations

**Activity:** The Three Little Pigs Puppets

**Materials:** 3 pigs and wolf puppets, (See The Three Little Pigs for patterns. Locate at A Story a Month on the Arkansas Better Beginnings website.) cardboard brick block, bundle of sticks tied together, small bale of hay found in craft stores

**Directions:**
- Make stick puppets of the 3 pigs and the wolf.
- Read the book, The Three Little Pigs, by Paul Galdone to the children.
- Review the book with children to make sure they understand the sequence of events.
- Explain to children that they will have an opportunity to tell the story with puppets.
- Invite volunteers to play the part of the three pigs and the wolf.
- Give the pigs their appropriate building material: straw (bundle of hay), sticks and
- Read the story and invite actors to hold up their puppets and say their lines at the appropriate time. Other children can participate by repeating lines such as, “And he huffed and he puffed and he blew the house in.”
- Repeat the story and allow other children to be the pigs and the wolf if time allows or repeat it on another day.

**Teacher Note:** If you have a child who is allergic to hay, wrap the hay in clear plastic so that it can be seen but not touched.

**Teacher Note:** Respect the wishes of a child or children who only want to be part of the audience, not one of the actors.

**Teacher Note:** Creative drama presentations are only to be presented to other children. They are not intended for an adult audience.

**Teacher Note:** Place the stick puppets and the props in the library area or the dramatic play area. Observe to see if children use the materials to act out the story.

### Creative Music Experiences

**Benchmarks:**
- 2.4 Participates freely in music activities
- 2.5 Enjoys singing games, dramatizing songs and moving to music
- 2.9 Moves in time to the beat

**Activity:** Do the Pig Jig

**Materials:** CD or tape of lively/springy music, such as an Irish jig or Turkey in the Straw, that invites “dancing a jig”

**Directions:**
- Provide space for children to join you in dancing a jig.
- Explain to children that you are going to play music and invite them to join you in dancing like they think the pigs or javelinas would dance. Tell them they will be dancing a pig jig.
- Play the music and join children as each of you moves in your own way.

### Additional Books

*Caps for Sale* by Esphyr Slobodkina  
*The Hatseller and the Monkeys* by Baba Wague’ Diakite

*The Gingerbread Man* retold by Jim Aylesworth, illustrated by Barbara McClintock  
*The Gingerbread Boy* by Paul Galdone

**Teacher Note:** Consider using the two sets of books listed here to engage children in story presentations similar to the ones described earlier where children compare two books with the same theme that are told in a different way.

### Additional “Three Pigs” and “Three Javelinas” Ideas

- Add cardboard brick blocks to block center
- Add large pot to dramatic play center
- Look for other versions of *The Three Little Pigs* by notable authors and illustrators
Creative Adventures with Literature

#9: *Whoever You Are* by Mem Fox, illustrated by Leslie Staub

<table>
<thead>
<tr>
<th>Introduction</th>
<th>Through the words and illustrations in the book, <em>Whoever You Are</em>, children are introduced to the idea that, despite the differences between people all over the world, there are many similarities that join us together.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connection to Curriculum</td>
<td>Consider using this curriculum guide as a supplement to the Adventures in Learning Topic of Study: <em>I Am a Unique Person</em>.</td>
</tr>
</tbody>
</table>
| Story Preparation | • Read and become familiar with the book.  
  • Create a chart sheet as follows:  
    Draw a vertical line down the middle of the column so there are two equal columns.  
    Write the word **Different** at the top of the left column and the word **Alike** at the top of the right column. |
| Story Presentation | **Benchmarks:** 3.1 Shows enjoyment of books and stories and discussion of them  
  **Book:** *Whoever You Are* by Mem Fox, illustrated by Leslie Staub  
  **First Reading of**  
  • Be familiar with the book, *Whoever You Are*.  
  • Show the cover, give title, author and illustrator. (Explain that the author is the person who writes the words and the illustrator is the person who draws the pictures.)  
  • Invite children to look at the cover and describe who and what they see.  
  • Read the story so all children can see the pictures in the book.  
  • Follow up by showing the pages that show differences and likenesses and invite children to recall the likenesses and differences. Prompt them as needed.  
  **Second Reading of *Whoever You Are***  
  • Have the prepared chart sheet and a marker in the story reading area.  
  • Show the cover, give title, author and illustrator.  
  • Read the story so all children can see the pictures in the book.  
  • Follow up by inviting children to help you complete the chart.  
  • Show and read the word **Different** and the word **Alike** and explain that they will help you decide what to write under each word.  
  • Begin reading the book; pausing before reading the pages that describe differences and likenesses.  
  • Show the page that focuses on differences in skin and homes and invite children to recall how children in the book may be different from them.  
  • Prompt them as needed. For example, point to the different types of homes.  
  • Say and write the words skin and homes |
under the column labeled **Different**, run your hands under each word, and invite children to read the words with you

- Repeat this with the differences in schools and words, pointing out and explaining that some people write differently than we do.
- Explain to children that they will now help you decide what to write for **Alike**.
- Show the appropriate pages and guide children to name the ways in which the people in the story are like they are: hearts, smiles, laugh, hurts, joys, love, pain, and blood.
- Record the words in the **Alike** column.
- Run your hands under each word and invite children to read the word with you.
- Write a summary story about the chart as follows:
  Involve the children in counting the ways we are different (four ways) and the ways we are alike (eight) and write the following:

  We are different in four ways.  We are alike in eight ways.
  We are alike in more ways than we are different.

Involve children in reading the story.
- Thank children for helping you complete the chart and the story.

**Additional Benchmarks:**
- **3.5** Understands that print conveys a message
- **3.20** Uses senses to learn about the characteristics of objects (scientific process: observing)
- **3.22** Makes comparisons (scientific process: comparing)

**Third Reading of **Whoever You Are**

- Show the cover and invite children to recall the title of the book.
- Give the author and illustrator and ask children if they remember what each does. Give them prompts if necessary.
- Read the story so all children can see the pictures in the book.
- Follow up by showing the third page; the page that shows nine children “all over the world.”
- Invite children to look at the picture and decide if they look like any of the children in the picture.
- Accept children’s responses.
- Invite children to discuss how the children are alike and how they are different. Possible answers: different color skin and hair, some are girls and some are boys; all have two eyes, arms and legs; they all look about the same age.
- Ask children to look around at the children in their group and discuss ways in which they are different and ways in which they are alike.
- Accept and acknowledge children’s responses. For example, “Yes, some of you are boys and some of you are girls.” “Yes, some of you have blue eyes, some have brown eyes and Jackson has green eyes.”
- Be sensitive to children who may have a disability and acknowledge that “Yes, Jason does have a brace on his leg to help him walk better” or “Yes, Jessica wears glasses to help her see better.”
- Conclude by recalling how we are alike: hearts, smiles, laugh, cry, joy, love, pain and blood

**Additional Benchmarks:**
- **3.32** Identifies self as a member of a specific family and cultural group
- **5.8** Participates in group discussion
### Creative Art Extensions

**Benchmarks:**
- 2.10 Explores and manipulates art media
- 2.11 Creates drawings and paintings that gradually become more detailed and realistic
- 3.22 Makes comparisons (scientific process: comparing)

**Activity:** Crayons in Skin-tone Shades

**Materials:** crayons in skin-tone shades, paper, book: *Whoever You Are*

**Directions:**
- Show the children the two-page spread in the book that shows four children with different colors of skin and read the first two lines: “Their skin may be different from yours.”
- Invite children to look at their own skin, your skin and the skin of other children in the group and discuss differences.
- Show the children the crayons and explain that these crayons are called “skin tone crayons” because some of them match the color of our skin.
- Find a crayon that is near to your skin tone and say to children, “If I were drawing a picture of myself, I would use this crayon because it is close to the color of my skin.”
- Leave the book and the crayons in the art center.
- Allow children to use the crayons as they choose.

**Teacher Note:** Have crayons in regular colors in the art center. Add sheets or scraps of construction paper that represent different skin tones.

**Teacher Note:** Washable people colors liquid tempera paint and washable multicultural markers are also available from school supply catalogs.

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**Benchmarks:**
- 2.10 Explores and manipulates art media
- 2.12 Preplans art project and then works with care
- 4.6 Coordinates eye and hand movements to complete tasks

**Activity:** Framing Pictures

**Materials:** materials such as craft sticks, 1 to 1 ½ inch wide strips of constructor paper or poster board, strips of corrugated cardboard, pre-cut frames (8 ½ x 11”), stick-on dots in several colors or small pre-cut construction paper circles, family pictures in different types of frames, washable glue, scissors, the book, *Whoever You Are*

**Directions:**
- Join children in the art center, taking the framed pictures, the framing materials in a container, and the book.
- Show children pictures in the book and call their attention to the frame around each one, especially the pictures of families.
- Show children the framed family pictures and invite them to discuss the pictures and to talk about their own family pictures.
- Show the framing materials and explain to children that they might want to use some of the materials for framing their pictures. Invite them to examine the materials and discuss them.
- Allow children to use the materials as they choose.

**Extension Activity: Create an Art Gallery**

**Materials:** children’s framed drawings, display area such as poster board, paper from roll, tri-fold display, or bulletin board at children’s eye level

**Directions:**
- Use one of the display area ideas listed or your own idea to create a gallery for display of children’s art. Label it: Art Gallery
- Explain to children that pictures by artists are often displayed in an art gallery.
- Show children pictures in an art book, on posters or in postcards of work by famous artists and explain that these pictures are found in art galleries all over the world.
- Show children the display area on which they can display their framed pictures.
- Involve children in deciding where to place the art gallery; in the art center, dramatic play area, or library area, for example.
- Allow children to select one of their framed pictures for display and help them attach the picture to the display board.
- Suggest that children invite their families to look at the pictures in the art gallery.

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**Creative Drama and Dramatic Play Extensions**

**Benchmarks:** 2.1 Shows creativity and imagination in play with materials and props 3.10 Classifies objects by physical features such as shape or color

**Activity:** What Color Are My Eyes?

**Materials:** full-length shatterproof acrylic mirror securely attached to wall in dramatic play area or hand-held mirror large enough for children to see entire face, eye color chart, name cards/strip for each child, markers

**Directions:**
- Join children in dramatic play area, taking eye color chart and name cards/strip or markers.
- Explain to children that you are the “eye color doctor” and that you need their help in completing the eye color chart.
- Review the eye color chart with children and invite them to look in the mirror to see the color of their eyes.
- Assist them in finding their name card and ask them to place the card in the correct column on the chart.
Teacher Note: If your children can write their own names, allow them to use markers to write their names in the correct column on the chart or have photos of each child to place in the correct column.

Teacher Note: Prepare a chart that includes all of the colors of eyes of children in your classroom.

Teacher Note: If your children can do this activity without your assistance, leave the area and allow them to do so.

Eye Color Chart

<table>
<thead>
<tr>
<th>7</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Jonathan</td>
</tr>
<tr>
<td>4</td>
<td>James</td>
</tr>
<tr>
<td>3</td>
<td>Kennedi</td>
</tr>
<tr>
<td>2</td>
<td>Sam</td>
</tr>
<tr>
<td>1</td>
<td>Ashley</td>
</tr>
</tbody>
</table>

Brown Eyes | Green Eyes | Blue Eyes | 

Teacher Note: You may want to draw eye shapes and color the color of your children’s eyes to label each column.

Creative Adventures with Literature – Whoever You Are - Revised

Creative Music Experiences

Benchmarks: 2.4 Participates freely in music activities
2.5 Enjoys singing games, dramatizing songs and moving to music

Activity: Singing Songs from Around the World

Materials: Multicultural Children’s Songs by Ella Jenkins or Wee Sing Around the World CD, CD player, book, Whoever You Are

Directions:
- Show children the book, Whoever You Are, and recall with them some of the ways children all over the world may be different from them: skin, schools and words, for example.
- State that they may not speak the same language we do and that they will now listen to and sing some songs in different languages.
- Begin to play the CD, Multicultural Children’s Songs by Ella Jenkins.
- Begin with the first three songs, including Ella’s Introduction to song 3, Greetings in Many Languages.
- Involve children in singing the songs along with Ella.

Extension Activities: More Songs from Around the World
- Involve children in singing along with Ella Jenkins the song #23, Thank You in Many Languages.
- Involve children in song #7, Counting in Swahili.
- Make numeral cards to correspond with numbers in #7, Counting in Swahili and hold up the appropriate card as children and Ella are saying that number.
**Teacher Note:** If you use the Wee Sing Children Around the World CD, adapt the activity to go along with the songs you select.

**Teacher Note:** Be familiar with the songs before you introduce them to children.

### Additional Books

- *Families* by Ann Morris
- *Houses and Homes* by Ann Morris, photo illustrated by Ken Heyman
- *What a Wonderful World* by George David Weiss and Bob Thiele, illustrated by Ashley Bryan

### Additional “Whoever You Are” Ideas

- Collect authentic pictures of people from other cultures and countries; pictures that depict children and their families and people at work and play, for example.
- Laminate or cover the pictures in clear self-adhesive.
- Post the pictures on the classroom walls at child’s eye level.
Creative Adventures with Literature

#10: *Hush, Little Baby*, illustrated by Marla Frazee

<table>
<thead>
<tr>
<th>Introduction</th>
<th><em>Hush, Little Baby</em> features one of America’s greatest children’s folk songs and is illustrated with fascinating drawings by Marla Frazee. Children will enjoy listening to and singing the lullaby in which parents promise their crying baby an assortment of presents.</th>
</tr>
</thead>
</table>
| **Story Preparation** | • Spend time becoming familiar with the book, *Hush Little Baby*. Pay special attention to all of the details in the illustrations.  
• Locate a CD or tape with the song, “Hush Little Baby.”  
• Become familiar with the song and be prepared to sing it with the children.  

Teacher Note: The song, “Hush Little Baby,” may be found in a collection of children’s favorites, children’s classics, lullabies, or Mother Goose lullabies. |
| **Story Presentation** | **Benchmarks:**  
3.1 Shows enjoyment of books and stories and discussion of them  
5.3 Expands vocabulary  
5.8 Participates in group discussion  

**Book:** *Hush, Little Baby* illustrated by Marla Frazee  

**First Reading of**  
• Sing or play the song, “Hush Little Baby,” and invite children to join you in the story reading area.  
• Invite children to look at the cover and describe what they think is happening in the picture.  
• Point to the cradle and ask children if they know what this is called.  
• Explain that a cradle is a small bed for a baby and that it has rockers (point to the rockers).  
• Invite children to rock side to side like a cradle.  
• Give title and name of illustrator. Explain that the words in the book are the words to an old, old song.  
• Read or sing the words to the song as you show the pictures.  
• Show the last page of the book with the words and music and invite children to sing the song with you.  
• Follow up by showing and reading the pages about the looking glass. Ask children if they know what a looking glass is (mirror).  
• Show a page where the fireplace with the hanging iron pot is easy to see. Invite children to discuss why they think the pot is hanging over the fire. (Iron pot was for cooking food a long, long time ago when people didn’t have stoves or microwaves like we do now).  

**Second Reading of** *Hush Little Baby*  
• Show the cover and invite children to recall the title.  
• State that the pictures are drawn by Marla Frazee, that she is the illustrator.  
• Show the page before the title page.  
• Invite children to look at the picture and describe what they see. Explain that the people in the story lived a long, long time ago and that they lived in the mountains. Call attention to the mountains in the picture.  
• Show the title page and ask children to look at the parents. How do they think they are feeling about their baby? Then ask them to look at the little girl and...
describe how they think she is feeling.

- Show the acknowledgement pages and call attention to the picture of the little girl and the baby in the cradle. Ask children to describe what they think is happening in the picture.
- Show the first page of the story and invite children to tell you why they think the baby is crying.
- Read or sing the words as you show the pictures so that all children can see them.
- Follow up by showing the pictures on each double spread and invite children to describe what is happening.
- Invite children to share their experiences with crying babies.

**Third Reading of *Hush Little Baby***

- Show the cover and ask children to recall the title of the book and the song.
- State that the song is a lullaby. Ask if they know what a lullaby is. (A lullaby is a soothing and quiet song to lull or help the baby get to sleep.) Ask if any of them have heard a lullaby before.
- Sing or play the song as you turn the pages of the book. Invite children to join in the singing.
- Follow up by showing the page with the words, “You’ll be the sweetest baby in town.” Invite children to describe how they think the parents are feeling (tired, exhausted). How is the little girl feeling? The baby?

### Creative Drama and Dramatic Play Extensions

**Benchmarks:**
1. **2.1** Shows creativity and imagination in play with materials and props
2. **2.2** Participates in dramatic play themes that become more involved and complex
3. **2.3** Assumes various roles in dramatic play situations

**Activity:** Baby Care Prop Box

**Contents:** small, soft baby doll, doll blanket, bib, baby bowl and spoon, empty baby food containers (unbreakable), baby doll bottle, wash cloth, infant toys, empty shoe box lined with doll blanket for doll bed

**Directions:**
- Place the prop box in the dramatic play area.
- Observe children as they play with the props. Do they feed the baby? Do they rock it? Do they place it in the doll bed? Do they sing a lullaby to the baby?

**Dramatic Play Extensions:**
- Place a small black iron pot or a black plastic caldron often found in stores at Halloween in the dramatic play area.
- Place a hand-held mirror (shatter-proof) in the dramatic play area.

### Creative Music Experiences

**Benchmarks:**
1. **2.4** Participates freely in music activities
2. **2.5** Enjoys singing games, dramatizing songs and moving to music

**Activity:** Lullaby and Not a Lullaby

**Materials:** CD or tape with the song, “Hush Little Baby”, and one with the song, “She’ll Be Coming ‘Round the Mountain,” CD or tape player

**Directions:**
- Locate a CD or tape with the two songs, “Hush Little Baby” and “She’ll Be Coming ‘Round the Mountain.”
• Invite children to join you in the music area.
• Begin to play the song, “Hush Little Baby,” and invite children to join in singing along.
• Explain to children that they just heard a lullaby and that a lullaby is a quiet and soothing song to help babies go to sleep. They will now hear another song and they are to decide if it is a lullaby or not.
• Recall with children that the people in the book, *Hush Little Baby*, lived in the mountains and the next song will be about mountains.
• Play the song, “She’ll Be Coming ‘Round the Mountain.” Ask children if they think this is a lullaby that would help a baby get to sleep. Ask them to explain their answers.
• Play the song again and invite children to join in and add motions to go along with the words of the song.
• Invite children to say which is their favorite of the two songs.

**Creative Music Extension**
• Make a graph with three columns. In the first column number from the bottom up. Label the other columns, “Hush Little Baby” and “She’ll Be Coming ‘Round the Mountain.” Add a picture of a baby to the first title and a picture of a horse to the second title.
• Read the titles with the children and explain that they are to choose which of the songs they like the best.
• Allow children to vote by writing their names in the column they choose or by placing a name card in the column of their choice.
• Involve children in counting the number of children in each column.
• Write a summary story about children’s choices.
• Read the summary story with the children.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Grace</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Anna Kate</td>
<td>Beckett</td>
</tr>
<tr>
<td>5</td>
<td>Lucy</td>
<td>Taylor</td>
</tr>
<tr>
<td>4</td>
<td>Peyton</td>
<td>Claire</td>
</tr>
<tr>
<td>3</td>
<td>Amy</td>
<td>Benjamin</td>
</tr>
<tr>
<td>2</td>
<td>Jonathan</td>
<td>Benjamin</td>
</tr>
<tr>
<td>1</td>
<td>Elise</td>
<td>Andrew</td>
</tr>
</tbody>
</table>

Our Favorite Song
More people in our class liked the song, Hush Little Baby the best.
Seven people liked Hush Little Baby the best and five people liked the song, She’ll Be Coming ‘Round the Mountain best.

Additional Benchmarks:
1.1 Demonstrates ability to make choices
3.5 Understands that print conveys a message
<table>
<thead>
<tr>
<th>Teacher Note: Favorite verses for <em>She'll Be Coming 'Round the Mountain</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>She'll Be Coming 'Round the Mountain</em></td>
</tr>
<tr>
<td>She'll be coming 'round the mountain when she comes</td>
</tr>
<tr>
<td>She'll be coming 'round the mountain when she comes</td>
</tr>
<tr>
<td>She'll be coming 'round the mountain, she'll be coming 'round the mountain,</td>
</tr>
<tr>
<td>She'll be coming 'round the mountain when she comes</td>
</tr>
<tr>
<td>She'll be driving six white horses when she comes (Hee Haw)</td>
</tr>
<tr>
<td>She'll be driving six white horses when she comes (Hee Haw)</td>
</tr>
<tr>
<td>She'll be driving six white horses, she'll be driving six white horses,</td>
</tr>
<tr>
<td>She'll be driving six white horses when she comes (Hee Haw)</td>
</tr>
<tr>
<td>Oh, we'll all go out to meet her when she comes (Hi, Babe)</td>
</tr>
<tr>
<td>Oh, we'll all go out to meet her when she comes (Hi, Babe)</td>
</tr>
<tr>
<td>Oh, we'll all go out to meet her, we'll all go out to meet her,</td>
</tr>
<tr>
<td>We'll all go out to meet her when she comes (Hi, Babe)</td>
</tr>
<tr>
<td>She'll be wearing red pajamas when she comes</td>
</tr>
<tr>
<td>She'll be wearing red pajamas when she comes</td>
</tr>
<tr>
<td>She'll be wearing red pajamas, she'll be wearing red pajamas,</td>
</tr>
<tr>
<td>She'll be wearing red pajamas when she comes</td>
</tr>
<tr>
<td>She will have to sleep with Grandma when she comes (Snore)</td>
</tr>
<tr>
<td>She will have to sleep with Grandma when she comes (Snore)</td>
</tr>
<tr>
<td>She will have to sleep with Grandma, she will have to sleep with Grandma,</td>
</tr>
<tr>
<td>She will have to sleep with Grandma when she comes. (Snore)</td>
</tr>
<tr>
<td>We will all have chicken and dumplings when she comes. (Yum yum)</td>
</tr>
<tr>
<td>We will all have chicken and dumplings when she comes. (Yum yum)</td>
</tr>
<tr>
<td>We will all have chicken and dumplings; we'll all have chicken and dumplings.</td>
</tr>
<tr>
<td>We will all have chicken and dumplings when she comes. (Yum yum)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional Books</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goodnight, <em>My Ducklings</em> by Nancy Tafuri</td>
</tr>
<tr>
<td><em>Hush! A Thai Lullaby</em> by Minfong Ho</td>
</tr>
<tr>
<td><em>Hush Little Baby</em>, illustrated by Aliki</td>
</tr>
<tr>
<td><em>Hush Little Baby</em>, illustrated by Brian Pinkney</td>
</tr>
<tr>
<td><em>Hush, Little Baby</em>, illustrated by Shari Halpren</td>
</tr>
<tr>
<td><em>Hush Little Baby</em>, illustrated by Silvia Long</td>
</tr>
<tr>
<td><em>Time for Bed</em> by Mem Fox, illustrated by Jane Dyer</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional “Hush, Little Baby” Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Play lullabies, including “Hush, Little Baby,” at rest time.</td>
</tr>
<tr>
<td>• Compare different versions of <em>Hush Little Baby</em> illustrated books with the children.</td>
</tr>
<tr>
<td>• Purchase a doll cradle to place in the dramatic play area.</td>
</tr>
<tr>
<td>• Invite families to share lullabies that they sing with their children, especially if there are families from different cultures in your program</td>
</tr>
<tr>
<td>• Say or sing the Mother Goose rhyme, “Hush a Bye Baby,” with the children as you show the picture in a Mother Goose book.</td>
</tr>
<tr>
<td>• Read the book, <em>Time for Bed</em>, by Mem Fox, illustrated by Jane Dyer, just before children get on their cots or mats for rest time.</td>
</tr>
</tbody>
</table>
### Creative Adventures with Literature

**#11: It’s Picture Day Today! By Megan McDonald, illustrated by Katherine Tillotson**

#### Introduction
Teachers often struggle to find ways to involve children in creating three-dimensional art. This book, *It’s Picture Day Today!* by Megan McDonald, illustrated by Katherine Tillotson, provides the springboard for lots of three-dimensional art. In addition, the book shows how odds and ins and throw-aways can become art.

<table>
<thead>
<tr>
<th>Story Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Read the book several times. Practice reading it aloud so that you can help children understand the role of the unusual characters in the story; characters such as buttons and yarn.</td>
</tr>
<tr>
<td>- Collect items such as those featured in the book so that children will have an opportunity to create three-dimensional art.</td>
</tr>
</tbody>
</table>

#### Story Presentation
**Benchmarks:**
- 3.1 Shows enjoyment of books and stories and discussion of them
- 5.3 Expands vocabulary
- 5.9 Uses language to problem solve

**Book:** *It’s Picture Day Today!* by Megan McDonald, illustrated by Katherine Tillotson

**First Reading of It’s Picture Day Today!**
- Show cover of book and invite children to name the objects they see.
- Read the title and give the author and illustrator.
- Invite children to predict what they think the story is about.
- Show the title page, call attention to the button and school bus, and ask children to describe what they think is happening.
- Begin to read the story, making sure that all children can see the illustrations. Allow children to make comments about what they see.
- Ask children if their predictions about what the story is about were correct. Why or why not?
- Follow up by showing the pages and invite children to discuss their experiences with the different items.
- Ask children why they think glue is needed in the story. Accept all answers.

**Second Reading of It’s Picture Day Today!**
- Show the cover, give title, author and illustrator.
- Invite children to look at the items on the cover and recall what happens to those items in the story.
- Read the story, making sure all children can see the illustrations.
- Follow up by showing the pages as each item is introduced and invite children to discuss their experiences with the different items.

**Additional Benchmark:**
- 5.8 Participates in group discussion

**Third Reading of It’s Picture Day Today!**
- Collect as many of the items in the story as possible. Store them in a container.
- Take container to book reading area. Remove glue bottle and keep it out of sight of children.
- Show the items one at a time and invite children to identify and discuss them. Then ask, “Who’s missing?” (Glue) Add glue to the container.
- Explain that the items will be placed in the art center for children to use in their
own creative way.

- Show the cover and invite children to recall the title.
- Read the story, pausing before the last word in some sentences. Run your hand under the word. For example, read “Here come __________ (Buttons) “followed by __________ (Feathers), “Look! See __________ (String)?”
- Follow up by showing the four pages with the three-dimensional structures and invite children to name the individual items they see. Encourage them to discuss the structures and comment about what they think the different structures are.
- Remind children that items like the ones in the story will be placed in the art center so they can create their own structures.

**Additional Benchmark: 3.5 Understands that print conveys a message**

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**Creative Art Extensions**

**Benchmarks:**

- 2.10 Explores and manipulates art media
- 2.12 Preplans art project and then works with care
- 4.6 Coordinates eye and hand movement to complete tasks

**Activity:** Creating Three-Dimensional Art

**Materials:** items featured in the book, *It’s Picture Day Today!* and storage container

**Directions:**
- Place storage container with collected items in art center.
- Allow children to create their own three-dimensional art.

**Teacher Note:** Leave the items in the art center as long as children remain interested in them. Add additional items and allow children to add items if they are safe and are throwaways.

**Extension Activity: Writing a Story about My Creation**
- Invite children who are interested to dictate a story about their creation.
- Record their story on a large index card.
- Invite each child to sign his/her name to his/her story. Explain that they are now the author and the illustrator of their story.
- Involve individual children in reading their story with you.

**Additional Benchmarks:**

- 3.5 Understands that print conveys a message
- 3.6 Demonstrates an interest in using writing for a purpose

**Extension Activity: Three-dimensional Art Gallery**
- Identify a space in the classroom for display of children’s creations.
- Label it Our Art Gallery.
- Invite children to display their art along with their stories in the gallery.
- Suggest to children that they invite their families to view the structures in the art gallery.

---

**Creative Drama and Dramatic Play Extensions**

**Benchmark:** 2.1 Shows creativity and imagination in play with materials and props

**Activity:** Create a Centerpiece

**Materials:** items in art center for creating three-dimensional art, pictures of tables with centerpieces, especially those that use unusual materials such as those in the book, *It’s Picture Day Today!*
**Directions:**
- Show the pictures to the children and invite them to identify the items in the centerpiece.
- Suggest that they may want to create a centerpiece for the dramatic play center or for their table at home.

**Teacher Note:** Consider adding items from nature such as pine cones, shells, smooth rocks or colorful leaves to use for making three-dimensional center pieces.

**Teacher Note:** Be aware that buttons can be a choking hazard and know your children before you add them to your collage collection.

<table>
<thead>
<tr>
<th>Additional Books</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,2 Buckle My Shoe by Anna Grossnickle Hines</td>
</tr>
<tr>
<td>The Button Box by Margarette S. Reid, illustrated by Sarah Chamberlain</td>
</tr>
<tr>
<td>Lucy’s Picture by Nicola Moon, illustrated by Alex Ayliffe</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional “It’s Picture Day Today!” Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Be willing to provide three things for children’s three-dimensional art:</td>
</tr>
<tr>
<td>o Environment: Space to create</td>
</tr>
<tr>
<td>o Time: Allow the activity to take place over several days or as long as needed by children</td>
</tr>
<tr>
<td>o Space: Provide space to display children’s art</td>
</tr>
<tr>
<td>- Keep a supply of items for three-dimensional art in the art center at all times.</td>
</tr>
<tr>
<td>- Create a sign or a hand-out to go home to families identifying the benchmarks that children are achieving as they create three-dimensional art. Give families a list of items they might collect at home for their children’s creations.</td>
</tr>
<tr>
<td>- Involve families in collecting items to bring to the center.</td>
</tr>
<tr>
<td>- Brainstorm with coworkers additional items to add to the collection: cardboard core from paper towel rolls, lace, ribbon, small boxes, nature items, Styrofoam pieces and clean food containers such as yogurt/pudding cups and juice/milk containers.</td>
</tr>
</tbody>
</table>
# Creative Adventures with Literature

## #12: *Deep in the Forest* by Brinton Turkle

### Introduction

*Deep in the Forest* is a wordless picture book illustrated by Brinton Turkle. Wordless picture books tell a story through illustrations only. Through wordless picture books children have a unique opportunity to use oral language as they become storytellers. They use their imagination as they read the pictures and create their own narratives.

Wordless picture books can be used with an individual child or with a group of two to four children. Because the illustrations tell the story, it is important that all children in the group can see the illustrations in the book at all times. When forming small groups of children to read wordless picture books together, include children who have strong verbal skills to serve as models for less verbal children. Have children take turns telling what happens on the page.

As the children are telling the story, *Deep in the Forest*, using their own words, they may gradually realize that the story is *The Three Bears* in reverse.

**Teacher Note:** From the Pre-K ELLA Trainer Manual, page 157, comes the information in this introduction.

### Story Preparation

- Make sure children are familiar with the story of *The Three Bears* before introducing *Deep in the Forest* to them.
- Form a small group of from two to four children as directed in the introduction. This will allow each child to see the illustrations and to be involved in telling the story.
- Develop felt or magnetic storytelling figures as a vehicle for presenting the story to a larger group of children. For patterns for the figures in the story go to A Story a Month on the Arkansas Better Beginnings website and look at characters in either *The Carrot Seed* or *Harry the Dirty Dog* for the mother and father and in *The Three Bears* for the remaining characters needed for the story.

### Story Presentation

**Benchmarks:**
- 3.1 Shows enjoyment of books and stories and discussion of them
- 3.2 Uses picture cues to tell a story
- 5.9 Uses language to problem solve

**Book:** *Deep in the Forest* by Brinton Turkle

**First Reading of Deep in the Forest**

- Form a small group of children as directed in the introduction.
- Show cover and invite children to describe what they see.
- Call children’s attention to the leaves on the ground and ask them, “What do the leaves tell us about what time of year it is?”
- Guide them to discuss that it is fall because of the color of the leaves and because the leaves from the trees have fallen to the ground.
- Give the title and the illustrator and that the illustrator draws the pictures in the book.
- Explain to children that this book has no words; that they will be able to tell the story from the pictures. They will be the authors of the book.
• Show the title page and invite children to describe what they see. Call attention to the little bear standing by himself. Ask children what they think he is looking at. What does he see? (picture on the far right shows a house in the woods)
• Show acknowledgement page and invite children to discuss what they think the little bear is doing.
• Invite children to describe what they see on each page and predict what will happen next.
• Allow children sufficient time to look at the pictures and create the story line.
• Continue this process to the end of the book.
• Make sure that each child has an opportunity to contribute to the story.
• Follow up by asking children what they thought about telling the story in their own words.

Teacher Note: Repeat this process with another small group until all children have an opportunity to participate.

Teacher Note: If children make the connection between this story and the story of The Three Bears, guide them to discuss how the stories are alike and how they are different.

Second Reading of Deep in the Forest
• Present the book to the same small groups of children on day two.
• Show the cover, give the title and illustrator.
• Invite children by turns to tell you what is happening on a page.
• Write their comments on self-stick notes and stick them to each page.
• Follow up by returning to the beginning of the book and reading the story the children have created.
• Allow children to share the book with other children in the class.

Additional Benchmark: 3.5 Understands that print conveys a message

Teacher Note: You do not have to write comments on self-stick notes each time you read a wordless book. Simply allowing children to make predictions and tell the story is an effective way for children to develop their oral language skills.

Telling the Story, Deep in the Forest
• Prepare the storytelling figures as described in the Story Presentation section.
• Take the book, the storytelling figures and felt or magnetic board to the story reading area.
• Invite children to join you in the area. (This can be a larger group than for the reading of the story).
• Show children the book and ask them to recall the title. Explain to them that they are going to help you tell the story without the book.
• Present the story using the storytelling figures.
• Follow up by involving children in discussing which they liked the story the best; with the book or with the storytelling figures and to explain their choice.

Teacher Note: Place the book and the storytelling figures and storyboard in the library area. Observe to see if children tell the story with the book and/or with the figures.
<table>
<thead>
<tr>
<th>Creative Art Extensions</th>
<th>Creative Drama and Dramatic Play Extensions</th>
</tr>
</thead>
</table>
| **Benchmarks:** 2.10 Explores and manipulates art media  
2.11 Creates drawings and paintings that gradually become more detailed and realistic | **Benchmarks:** 2.1 Shows creativity and imagination in play with materials and props  
2.2 Participates in dramatic play themes that become more involved and complex  
2.3 Assumes various roles in dramatic play situations |
| **Activity:** Creating Pictures Using Fall Colors | **Activity:** Deep in the Forest Prop Box |
| **Materials:** tempera paint, markers and pieces of construction paper in fall colors of yellow, brown and orange | **Contents:** stuffed bear, 3 sizes of unbreakable bowls and 3 sizes of towels for beds |
| **Directions:**  
- Have tempera paint in fall colors available at the easel.  
- Add markers in fall colors to the art center.  
- Have construction paper available in fall colors in the art center.  
- Allow children to use the materials as they choose. | **Directions:**  
- Label the bowls as follows: Mama, Papa, Baby (if possible).  
- Place the prop box and its contents in the dramatic play center.  
- Allow the children to discover the box and its contents and to use the props in their own way.  
- Observe children as they play with the props. Do they act out some of the scenes from Deep in the Forest or The Three Bears?  
- Keep the prop box in the center as long as children remain interested in playing with the props. |
| **Teacher Note:** Locate a picture that depicts fall; especially one that shows the leaves in fall colors. Display the picture in the art center. |  |
| **Activity:** Bear Shape Rubbings |  |
| **Benchmarks:** 2.10 Explores and manipulates art media  
3.23 Shows awareness of cause-effect relationships |  |
| **Materials:** bear shapes cut from textured paper doilies, textured wallpaper or sandpaper, thin white paper and old crayons with paper peeled off sides |  |
| **Directions:**  
- Tape the bears to the table.  
- Invite children to place a piece of thin white paper over the bears and to rub the side of a crayon over the bears.  
- Observe and listen to their comments as the bear shapes appear on their paper. |  |
<table>
<thead>
<tr>
<th>Creative Music Experiences</th>
</tr>
</thead>
</table>
| **Benchmarks:** 2.4 Participates freely in music activities  
2.5 Enjoys singing games, dramatizing songs and moving to music |
| **Activity:** Songs about Bears |
| **Materials:** none |
| **Directions:**  
- Involve children in singing the following songs about bears: |

**The Bear Went Over the Mountain**

The bear went over the mountain,  
(walk in place, then fingertips together)  
The bear went over the mountain,  
The bear went over the mountain,  
To see what he could see. (hands over eyes)  

To see what he could see,  
To see what he could see.  

The other side of the mountain,  
(walk in place, then fingertips together)  
The other side of the mountain,  
The other side of the mountain,  
Was all that he could see! (hands out, palms up)

---

**Hug, Hug, Hug Your Bear**  
(Sing to tune of Row, Row, Row Your Boat)

Hug, hug, hug your bear  
Squeeze him very tight.  
Hold him high  
Help him fly.  
Then hug with all your might.

---

**I Like Bears**  
(Sing to tune of Are You Sleeping?)

I like brown bears, I like brown bears,  
Yes, I do. Yes I do.  
I really do like brown bears,  
I really do like brown bears.  
How about you? How about you?  

I like black bears, I like black bears,  
Yes, I do. Yes, I do.  
I really do like black bears,  
I really do like black bears.  
How about you? How about you?  

I like white bears, I like white bears,  
Yes, I do. Yes, I do.
I really do like white bears,
I really do like white bears.
How about you? How about you?

We like white bears, we like brown bears,
And we like black bears, too.
We really like all kinds of bears,
We really like all kinds of bears.
Yes, we do! Yes, we do!

**Teacher Note:** Cut out enough bears for each child in the group. Have brown, black and white bears. Laminate or cover the bears with clear self-adhesive for durability. Give each child a bear and as you are singing the song, have the children hold up the appropriate bear.

### Additional Books

**Wordless Books:**
- *A Boy, a Dog, and a Friend* by Mercer Mayer
- *Changes, Changes* by Pat Hutchins
- *Frog on His Own* by Mercer Meyer
- *Frog, Where Are You?* by Mercer Mayer
- *Noah’s Ark* by Peter Spier
- *Pancakes for Breakfast* by Tomie dePaola
- *The Snowman* by Raymond Briggs (best used with an individual child)

### Additional “Deep in the Forest” Ideas

- Locate some of the wordless books listed above. Call children’s attention to the books and explain that they will be in the library. Observe to see if children select the books and make up stories to go with them. Do they share the book and story with others?
- Follow the procedures listed in the Story Presentation section with other wordless books that children indicate an interest in. This can be a single child or small group activity.
# Creative Adventures with Literature

## #13: The Tale of Peter Rabbit by Beatrix Potter

### Introduction

Through the ages, children have enjoyed *The Tale of Peter Rabbit*, one of the Peter Rabbit classics by Beatrix Potter. The words and the beautiful watercolor illustrations by Beatrix Potter create an endearing picture of a naughty rabbit named Peter.

### Connection to Curriculum

Consider using this curriculum guide as a supplement to the *Adventures in Learning* Topic of Study: #7 Things that Grow – Vegetables, for additional activities about vegetables. For example, consider the following:
- Seed Book (page 7)
- Vegetable Garden (page 8)
- Container Vegetable Garden (page 8)

### Story Preparation

- Read the book several times so that you are familiar with the story and can use your voice to convey the different actions in the story; for example, when Peter is frightened, when he cries and when he runs.
- Plan to read the story to a small group of no more than four to six children so all can see the illustrations in the small book. Develop felt or magnetic storytelling figures as a vehicle for presenting the story to a larger group of children. Locate at *A Story a Month* on the Arkansas Better Beginnings website, *The Tale of Peter Rabbit*.

### Story Presentation

**Benchmarks:**
- 3.1 Shows enjoyment of books and stories and discussion of them
- 3.2 Uses picture cues to tell a story
- 5.3 Expands vocabulary

**Book:** *The Tale of Peter Rabbit* by Beatrix Potter.

**First Reading of The Tale of Peter Rabbit**
- Be familiar with the book.
- Form a small group of no more than four to six children so all can see the illustrations in the small book.
- Show children the cover and say, “This is Peter Rabbit and the name of the book is *The Tale of Peter Rabbit* by Beatrix Potter who is both the author and illustrator. This means she wrote the words and drew the pictures.”
- Explain to children that the word “tale” means a story.
- Say to children that “Peter Rabbit is a very curious little rabbit and sometimes that gets him into trouble. Sometimes he is also naughty and that gets him into even more trouble. Let’s read the story and learn more about Peter Rabbit and how he gets into trouble.”
- Read the story so all children can see the pictures in the book.
- Help children understand the meaning of words that may be unfamiliar to them; for example mischief (doing things you shouldn’t), currant buns (rolls with raisins in them), French beans (green beans), gooseberry net (net put over gooseberry bushes to keep birds from eating berries).
- Follow up by inviting children to discuss the trouble Peter got into in the story and how he got out of trouble.
Involve children in discussing times they have been frightened and/or times they have gotten into mischief by doing something they weren’t suppose to do.

**Teacher Note:** Form additional small groups and present the story to them. Repeat this until all children have had an opportunity to hear the story.

**Second Reading of The Tale of Peter Rabbit**

- Form a small group of no more than four to six children so all can see the illustrations in the small book.
- Show the cover and invite children to recall the title. Ask if they remember what the word “tale” means.
- Call children’s attention to Peter Rabbit on the cover and explain that Beatrix Potter used watercolors to create the pictures in the story. State that they will have an opportunity to use watercolors in the art center.
- Read the story so all children can see the illustrations in the book. Encourage children to comment about the story as it is being presented to them.
- Follow up by telling children that it is now their turn to pretend to be Peter Rabbit and to be a little naughty.
  - Show page 19 where Peter is squeezing under the gate. Say, “Get down low but stay in your place.”
  - Show page 20 where Peter is eating vegetables and say, “First let’s eat some lettuce and some French beans, and then eat some radishes from Mr. McGregor’s garden.” (pretend to eat vegetables)
  - Show page 27 and say, “Mr. McGregor is chasing after Peter who is rushing all over the garden.” (run silently in place)
  - Show page 31 and say, “Peter’s blue jacket is caught on the gooseberry net by the large brass buttons, but he wriggles free.” (wriggle from head to toe)
  - Show page 36 and say, “Peter rushed into the tool-shed and jumped into a watering can.” (make jumping motion in place)
  - Show page 40 and say, “There was water in the watering can. Peter sneezed, jumped out the window and ran some more.” (sneeze, jump in place and run in place)
  - Show page 51 and say, “Peter finally finds the gate, crawls under it and runs home.” (get down low, then stand up and run in place)
  - Show page 55 and say, “Peter never stopped running until he got home. He was so tired that he flopped down and shut his eyes.” (flop down on floor and shut eyes)

**Additional Benchmark: 5.10 Follows directions in sequence**

**Teacher Note:** The page numbers are referring to the original edition by Beatrix Potter.

**Telling the Story, The Tale of Peter Rabbit**

- Prepare the storytelling figures as described in the Story Presentation section.
- Take the book, The Tale of Peter Rabbit, the storytelling figures and felt or magnetic board to the story reading area.
- Invite children to join you in the area. (This can be a larger group than for the reading of the story.)
- Show children the book and ask them to recall the title. Explain to them that you are going to tell the story without the book.
- Present the story using the storytelling figures.
- Follow up by involving children in discussing which way they liked the story the best; with the book or with the storytelling figures and to explain their choice.
### Teacher Note:
*Place the book, the storytelling figures and storyboard in the library area. Observe to see if children tell the story with book and/or with the figures.*

<table>
<thead>
<tr>
<th>Creative Art Extensions</th>
</tr>
</thead>
</table>

| **Benchmarks:** | 2.10 Explores and manipulates art media  
2.11 Creates drawings and paintings that gradually become more detailed and realistic |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activity:</strong></td>
<td><strong>Painting with Watercolors</strong></td>
</tr>
<tr>
<td><strong>Materials:</strong></td>
<td>watercolors and fine bristle paint brushes, cups of water for cleaning brushes, paper that is sturdy and absorbent, book, <em>The Tale of Peter Rabbit</em></td>
</tr>
</tbody>
</table>

| **Directions:** |  
• Explain to children that you will be in the art center and will have watercolors with you.  
• Show the children who join you the illustrations in *The Tale of Peter Rabbit*. Recall with them that Beatrix Potter used watercolors to create the pictures in the book. Allow children time to examine the pictures.  
• Review and/or demonstrate with children guidelines for using the water colors. For example: Dip the brush in the water, then swirl in the color of paint they want to use. Guide them on how much water to use (less water makes it easier to control the flow of wet paint onto the paper.) Thoroughly rinse the paintbrush before changing colors. Do not keep adding water to the painting because the wet paper will eventually tear.  
• Allow children to create their own paintings using watercolors. |

| **Teacher Note:** | Large coffee filters, especially those made from recycled paper, are excellent for watercolors. They are inexpensive if purchased in bulk. |

| **Teacher Note:** | You may want to cover the table with newspaper before children begin painting with watercolors. |

| **Teacher Note:** | Refer to the Introduction to *Creative Adventures with Literature* for additional information about various art media in which children can participate. |

<table>
<thead>
<tr>
<th><strong>Activity:</strong></th>
<th><strong>Displaying our Watercolor Paintings</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Materials:</strong></td>
<td>display area such as poster board, paper from roll, tri-fold display or bulletin board at child’s eye level</td>
</tr>
</tbody>
</table>

| **Directions:** |  
• Use one of the display areas listed or your own ideas to create a gallery for displaying children’s watercolor paintings. Label it: Watercolor Paintings  
• Involve children in displaying their paintings in the art gallery.  
• Suggest that children invite their families to view their watercolor paintings. |

<p>| <strong>Teacher Note:</strong> | Respect children who choose not to have their art work displayed. |</p>
<table>
<thead>
<tr>
<th>Creative Drama and Dramatic Play Extensions</th>
<th>Creative Music Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Benchmarks:</strong></td>
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</tr>
<tr>
<td>2.1 Shows creativity and imagination in play with materials and props</td>
<td>2.4 Participates freely in music activities</td>
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<tr>
<td>2.2 Participates in dramatic play themes that become more involved and complex</td>
<td>2.5 Enjoys singing games, dramatizing songs and moving to music</td>
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<tr>
<td>2.3 Assumes various roles in dramatic play situations</td>
<td></td>
</tr>
<tr>
<td><strong>Activity:</strong> Mr. McGregor’s Gardening Prop Box</td>
<td><strong>Activity:</strong> Sing about Little Peter Rabbit</td>
</tr>
<tr>
<td><strong>Contents:</strong> blue shirt or jacket, small gardening tools, knee pads, small watering can, gardening gloves, empty vegetable seed packets (lettuce, beans, radishes, cucumbers, cabbage, potatoes), gardening magazines</td>
<td><strong>Materials:</strong> none</td>
</tr>
<tr>
<td><strong>Directions:</strong></td>
<td><strong>Directions:</strong></td>
</tr>
<tr>
<td>• Place the prop box in the dramatic play center.</td>
<td>• Involve children in singing the following songs:</td>
</tr>
<tr>
<td>• Allow children to play with the props as they choose.</td>
<td></td>
</tr>
<tr>
<td>• Observe children and listen to their comments as they play with the props. Do they pretend to be Mr. McGregor or Peter Rabbit?</td>
<td></td>
</tr>
<tr>
<td><strong>Little Peter Rabbit</strong></td>
<td><strong>Little Peter Rabbit</strong></td>
</tr>
<tr>
<td>(Sing to tune of &quot;Little Peter Rabbit had a fly upon his nose)</td>
<td>(Sing to tune of &quot;Little Peter Rabbit had a fly upon his nose)</td>
</tr>
<tr>
<td>(Make appropriate motions to go with the words of the song)</td>
<td>(Make appropriate motions to go with the words of the song)</td>
</tr>
<tr>
<td>Little Peter Rabbit Was a naughty little rabbit.</td>
<td>Little Peter Rabbit Was a naughty little rabbit.</td>
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<td>Little Peter Rabbit</td>
<td>Little Peter Rabbit</td>
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<td>Little Peter Rabbit</td>
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<tr>
<td>Was a naughty little rabbit. He was in trouble all the day.</td>
<td>Little Peter Rabbit</td>
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<tr>
<td>He was in trouble all the day.</td>
<td>Little Peter Rabbit</td>
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<td>Little Peter Rabbit</td>
<td>Little Peter Rabbit</td>
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<tr>
<td>Was a frightened little rabbit.</td>
<td>Was a frightened little rabbit.</td>
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<td>Little Peter Rabbit</td>
<td>Little Peter Rabbit</td>
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<td>Was a frightened little rabbit.</td>
<td>Little Peter Rabbit</td>
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<td>Little Peter Rabbit</td>
<td>Little Peter Rabbit</td>
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<tr>
<td>Was a frightened little rabbit</td>
<td>When Mr. McGregor came his way.</td>
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<tr>
<td>When Mr. McGregor came his way.</td>
<td>Little Peter Rabbit</td>
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<tr>
<td>Little Peter Rabbit</td>
<td>Lost his shoes and blue coat</td>
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<tr>
<td>Lost his shoes and blue coat</td>
<td>Little Peter Rabbit</td>
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<tr>
<td>Little Peter Rabbit</td>
<td>Lost his shoes and blue coat</td>
</tr>
<tr>
<td>Lost his shoes and blue coat. When he tried to run away.</td>
<td>Little Peter Rabbit</td>
</tr>
</tbody>
</table>

Creative Adventures with Literature – The Tale of Peter Rabbit - Revised 4
Little Peter Rabbit
Was a tired little rabbit.
Little Peter Rabbit
Was a tired little rabbit.
Little Peter Rabbit
Was a tired little rabbit.
He had a very busy day.

<table>
<thead>
<tr>
<th>Additional Books</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Other books written and illustrated by Beatrix Potter</strong></td>
</tr>
<tr>
<td><em>The Tale of Tom Kitten</em></td>
</tr>
<tr>
<td><em>The Tale of Benjamin Bunny</em></td>
</tr>
<tr>
<td><em>The Tale of Mrs. Tiggy-Winkle</em></td>
</tr>
<tr>
<td><em>The Tale of Jemima Puddle-Duck</em></td>
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<tr>
<td><em>The Tale of the Flopsy Bunnies</em></td>
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<tr>
<td><em>The Tale of Squirrel Nutkin</em></td>
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<tr>
<td><em>The Tailor of Gloucester</em></td>
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</tbody>
</table>

*The Tale of Peter Rabbit by Beatrix Potter, illustrated by David McPhail*

<table>
<thead>
<tr>
<th>Additional “Peter Rabbit” Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Read other Beatrix Potter books to children.</td>
</tr>
<tr>
<td>• Add other Beatrix Potter books to the library area.</td>
</tr>
<tr>
<td>• Develop an environmental print book. Title the book <em>I Can Grow Vegetables</em>. Create a page for each vegetable. For example, on the first page write: <em>I can grow cabbage</em>. Add an empty cabbage seed packet to the page. Read the book with the children. Place the book in the library area.</td>
</tr>
</tbody>
</table>

![Cabbage](image)
#14: *The Lady with the Alligator Purse* adapted by Nadine Bernard Westcott

## Introduction

This irresistible book, *The Lady with the Alligator Purse*, will have children and adults laughing out loud at the nonsense verses and the hilarious illustrations.

## Story Preparation

- Become familiar with the song, “The Lady with the Alligator Purse.”
- Practice singing the song while showing the appropriate pages in the book.

Develop felt or magnetic storytelling figures as a vehicle for presenting the story to children. For patterns for the figures locate at A Story a Month on the Arkansas Better Beginnings website, *The Lady with the Alligator Purse*.

**Teacher Note:** Some recordings of the song are titled “Miss Lucy Had a Baby” and have words that are different than those in the book. Therefore, for the first reading, you should use the words in the book. Then you can explain to children that sometimes the words on a CD or tape are a little different from those in the book. The book is also an adaptation of the poem, “Tiny Tim,” which is included in the Creative Music Experiences section.

## Story Presentation

**Benchmarks:**
- 2.5 Enjoys singing games, dramatizing songs and moving to music
- 3.1 Shows enjoyment of books and stories and discussion of them

**Book:** *The Lady with the Alligator Purse* by Nadine Bernard Wescott

**First Reading of *The Lady with the Alligator Purse***

- Begin to sing the song, “The Lady with the Alligator Purse,” as you take the book to the story reading area.
- Invite children to look at the cover and describe who and what they see.
- State the title of the book and explain to children that this is a sing-along story; that it is to be sung instead of read.
- Sing the song as you show the appropriate pages.
- Follow up by showing the pages where they are lots of bubbles and ask children why they think there are so many bubbles. Accept all answers.
- Follow up further by inviting children to discuss their thoughts about a story that is sung rather than read to them.

**Second Reading of *The Lady with the Alligator Purse***

- Take the book and a CD or tape of the song and a player to the story reading area
- Show the cover and invite children to recall the title of the book.
- Invite children to join in as you sing the words to the story.
- Sing the song as you show the appropriate pages.
- Explain to children that you will now play the song and they are to listen to the words and decide how they are different from the words in the book. Prompt children by asking questions and showing specific pages in the book. For example, did the lady in the book and in the song say the same thing about what was wrong with Tiny Tim? (In the book and the song, Doctor said “Mumps” and nurse said “Measles”, while the lady said “Nonsense” in the book and “Nothing” in the song). In the book, the doctor, nurse and lady each prescribe something...
different for Tiny Tim. (Doctor prescribed penicillin, the nurse prescribed castor oil and the lady prescribed pizza.) The song does not mention penicillin, castor oil or pizza. Show the pages where pizza is part of the illustration. Invite children to discuss which they would rather have: penicillin, castor oil or pizza. Ask children if they think pizza helped Tiny Tim feel better.

Additional Benchmark: 3.22 Makes comparisons (scientific process: comparing)
5.3 Expands vocabulary
5.6 Uses words to communicate ideas

Teacher Note: Children may not be familiar with penicillin, which is sometimes given as an injection, or castor oil, which is a vile tasting medicine. Involve them in discussing the medicines and what they know about them.

Third Reading of *The Lady with the Alligator Purse*
- Show the cover and ask children to recall the title.
- Explain to children that you really need their help in singing the words to the story.
- Lead children in singing the song as you turn the pages of the book.
- Follow through by explaining to children that they are now going to help you read the book. On page one, read “Miss Lucy had a baby, his name was _______” (Tiny Tim). Run your hand under the words you want children to read. Continue this process with all of the pages of the book.
- Thank children for helping you read the words in the song.

Additional Benchmark: 3.5 Understands that print conveys a message

Teacher Note: This process of having children complete a sentence is called the cloze technique.

Telling the Story, *The Lady with the Alligator Purse*
- Prepare the storytelling figures as described in the Story Presentation section.
- Take the book, *The Lady with the Alligator Purse*, the storytelling figures and felt or magnetic board to the story reading area.
- Invite children to join you in the area.
- Show children the book and ask them to recall the title. Explain to them that you are going to tell the story without the book.
- Present the story using the storytelling figures.
- Follow up by involving children in discussing which way they liked the story the best; with the book or with the storytelling figures and to explain their choice.

Teacher Note: Place the book, the storytelling figures and storyboard in the library area. Observe to see if children tell the story with book and/or with the figures.

Creative Art Extensions

Benchmarks: 2.10 Explores and manipulates art media
2.11 Creates drawings and paintings that gradually become more detailed and realistic
3.22 Makes comparisons (scientific process: comparing)

Activity: Animal Purses

Materials: paper sacks of different sizes and/or small boxes such as children’s shoe boxes or cereal/cracker boxes, construction paper in green, brown, white,
orange and black, textured wallpaper samples, fabric scraps, yarn, ribbon, chenille stems

**Directions:**
- Place the listed materials in the art center.
- Take the book, *The Lady with the Alligator Purse*, to the art center.
- Invite children to look at the illustrations on the page that has these words:
  - In came the doctor,
  - In came the nurse,
  - In came the lady
  - With the alligator purse.
- Ask children to describe the purse the lady is carrying.
- Say to children, “Suppose you could design/make an animal purse. Which animal would you choose?” Accept all answers.
- Suggest that children may want to make an animal purse.
- Allow children to use the materials in the art center as they choose.
- Ask children who show you their creations if they would like to tell you about it. Record their comments on an index card and, with children’s permission, attach it to their creation.

**Teacher Note:** Have basic art materials such as crayons, markers, scissors and glue available in the art center

---

### Creative Drama and Dramatic Play Extensions

| **Benchmarks:** | 2.1 Shows creativity and imagination in play with materials and props  
2.2 Participates in dramatic play themes that become more involved and complex  
2.3 Assumes various roles in dramatic play situations |
|-----------------|--------------------------------------------------------------------------------------------------|

**Activity:** Medical Prop Box/Bag

**Contents:** white shirt, stethoscope, syringe (without needle), ace bandage, tote bag,  
2 boxes about the size that a bottle of cough syrup would come in (one labeled Penicillin and one labeled Castor Oil)

**Directions:**
- Place the tote bag filled with props in the dramatic play center.
- Allow children to play with the props as they choose.
- Observe children and listen to their comments as they play with the props. Do they pretend to be characters in the story, *The Lady with the Alligator Purse*?

**Activity:** Taking a Bath Props

**Contents:** small plastic dishpan as container for props, small washable doll, empty bubble bath and shampoo containers, box that soap comes in or a small box labeled *Soap*, washcloth, rubber ducks or other small bath toys, small towel

**Directions:**
- Place the plastic dishpan with props in the dramatic play center.
- Allow children to play with the props as they choose.
- Observe children and listen to their comments as they play with the props. Do they pretend to be characters in the story, *The Lady with the Alligator Purse*?

**Teacher Note:** Consider placing the prop box/dishpan in the water play area. Add three
to four inches of water in the tub. Place a towel under the dishpan to catch spills. Children are to wash their hands before playing in the tub. Allow one or two children to play in the water at one time. Make sure children understand the rules for water play; for example, keep water in the tub and wipe up spills on the floor to keep people from slipping down. Remember to throw away the water and sanitize the tub each day.

**Dramatic Play Extension**
- Add several purses to the dramatic play center.

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**Creative Music Experiences**

**Benchmarks:**  
2.4 Participates freely in music activities  
2.5 Enjoys singing games, dramatizing songs and moving to music  
5.1 Demonstrates phonological awareness (hearing and recognizing the sounds of language)

**Activity:** Say and Sing about Tiny Tim

**Materials:** song, Miss Lucy Had a Baby, on CD or tape, player, poem, Tiny Tim

**Directions:**
- Locate a CD or tape of the song, Miss Lucy Had a Baby.
- Invite children to the music area.
- Read to them the poem, Tiny Tim. Involve children in acting out some of the words of the poem; for example calling the doctor, nurse and lady with the alligator purse and motioning “out” to doctor, nurse and lady.
- Call attention to the words in the poem that rhyme: Tim and swim and nurse and purse.
- Explain to children that you are now going to play a song, Miss Lucy Had a Baby, and that some of the words may be different in the song and in the poem.
- Play the song and invite children to join in the singing.

**Tiny Tim**

Miss Lucy had a baby.  
His name was Tiny Tim.  
She put him in the bathtub  
To see if he could swim.

He drank up all the water.  
He ate up all the soap.  
He tried to eat the bathtub  
But it wouldn’t go down his throat.

Miss Lucy called the doctor.  
Miss Lucy called the nurse.  
Miss Lucy called the lady  
With the alligator purse.

In walked the doctor.  
In walked the nurse.  
In walked the lady  
With the alligator purse.
"Measles," said the doctor.
"Mumps," said the nurse.
"Nothing," said the lady
With the alligator purse.

Out went the doctor.
Out went the nurse.
Out went the lady
With the alligator purse.

**Extension**
- Place the CD or tape and the player in the music center.

### Additional Books

Other sing-along stories by Nadine Bernard Westcott and Mary Ann Hoberman include:

- Miss Mary Mack
- Bill Grogan’s Goat
- There Once Was a Man Named Michael Finnegan
- The Eensy-Weensy Spider
- I Know an Old Lady Who Swallowed a Fly
- Skip to My Lou
- The Lady with the Alligator Purse (this version includes music)

### Additional "Lady with the Alligator Purse" Ideas

- Read and sing other sing-along stories with the children
- Place other sing-along books in the library area.

**Activity: Graphing Favorite Book**

- Involve children in a graphing activity involving two or three of the sing-along stories listed in the Additional Books section. Read and sing the stories with the children. Invite children to select their favorite, create a graph of their choices, and write a summary story.
- Make a graph with three columns. In the first column number from the bottom up. Label the other columns with titles of two or three other sing-along books. Add a picture to the titles.
- Read the titles with the children and explain that they are to choose which of the sing-along books they like the best.
- Allow children to vote by writing their names in the column they choose or by placing a name card in the column of their choice.
- Involve children in counting the number of children in each column.
- Write a summary story about children’s choices.
- Read the summary story with the children.
<table>
<thead>
<tr>
<th>Rank</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Grace</td>
</tr>
<tr>
<td>6</td>
<td>Anna Kate</td>
</tr>
<tr>
<td>5</td>
<td>Lucy</td>
</tr>
<tr>
<td>4</td>
<td>Peyton</td>
</tr>
<tr>
<td>3</td>
<td>Amy</td>
</tr>
<tr>
<td>2</td>
<td>Jonathan</td>
</tr>
<tr>
<td>1</td>
<td>Elise</td>
</tr>
</tbody>
</table>

**Our Favorite Song**

More people in our class liked the sing-along story, *Miss Mary Mack* the best. Seven people liked *Miss Mary Mack* the best and five people liked the sing-along story, *The Eensy Weensy Spider* best.
# Creative Adventures with Literature

## #15: *Alphabet Under Construction* by Denise Fleming

### Introduction

*Alphabet Under Construction* by Denise Fleming features illustrations that are big, bold, and vibrant and text that is bare minimum – just the letter and construction verb. In the book, Mouse is hard at work as he constructs the alphabet letter by letter. Mouse begins by airbrushing the A and ends by zipping the Z.

### Story Preparation

- Become familiar with the book.
- Be prepared to help children understand some of the unfamiliar verbs by giving explanations, demonstrations, examples and asking them questions to find out what they know about the verb. For example:
  - carves the C – Mouse is using a chisel and mallet (like a hammer) to shape the C.
  - dyes the D – Ask children what else we dye at Easter (if children dye eggs).
  - ices the I – Ask children to name other things we ice or put icing on (cake and cupcakes).
  - judges the J – When someone wins a prize, they are sometimes given a blue ribbon; for example, if a person wins a race.
  - kinks the K – Have a straw and bend it and explain that this is how Mouse kinks the K, or make the K with two straws and show it to children.
  - okays the O – When we say something is alright, that means it is okay. Make the O with your thumb and forefinger.
  - prunes the P – When we trim a bush we are pruning it.
  - quilts the Q – When we sew or stitch together two layers of cloth filled with stuffing.
  - tiles the T – Have a piece of tile and talk about where tiles are used in a house; on the floor, on cabinets, or in the bathroom, for example.
  - unrolls the U – Roll a piece of paper with a U written on it, then unroll it.
  - x-rays the X – X-rays are photographs or pictures of the inside of a body; have a sample x-ray.
  - yanks the Y – Yanks means to pull or jerk.

### Story Presentation

**Benchmarks:**
- 3.1 Shows enjoyment of books and stories and discussion of them
- 3.5 Understands that print conveys a message
- 5.3 Expands vocabulary
- 5.4 Recognizes and identifies by name most common objects and pictures
- 5.9 Uses language to problem solve

**Book:** *Alphabet Under Construction* by Denise Fleming

**First Reading of *Alphabet Under Construction***

- Show the cover and invite children to look at the cover and describe what they see.
- Give the title and author.
- Repeat the title and ask children what they think this means. Accept all answers.
- Show Mouse and say, "In this book, Mouse constructs the alphabet. Let’s read and see how he does this.”
- Begin with the A and continue through the Z. Allow children to make comments about what Mouse is doing. This will give you some idea of their understanding of the verbs and their interest in the book.
- Follow up by selecting a few of the pages to review with the children; pages with
verbs that children seem to understand and can be successful in recalling. Some examples might be: buttons the B, measures the M, nails the N and zips the Z.

**Teacher Note:** Consider this alternative follow up. Invite children to recall some of the letters of the alphabet that Mouse constructed and how he constructed them.

---

**Second Reading of Alphabet Under Construction**

- Show the cover, give title and author.
- Read the words on the toolbox: FRAGILE HANDLE WITH CARE. Invite children to tell you what they think this means. Accept all answers.
- Explain to children that you want them to help you read about how Mouse constructs the different letters of the alphabet.
- Begin with A and progress through Z. Pay attention to children's reaction and give explanations, examples, demonstrations or ask questions accordingly.
- Follow up by inviting children to stand and to pantomime some of the verbs that Mouse used to construct the alphabet. Explain to them that pantomime means to pretend to do something without talking.
- airbrushes the A – Children pretend to have a hose in their hand as they spray.
- buttons the B – Children pretend to button a piece of their clothing.
- nails the N – Children pretend to use a hammer.
- prunes the P – Children pretend to use shears to prune or trim a bush.
- saws the S – Children pretend to use a saw to cut a piece of wood.
- vacuums the V – Children pretend to use a vacuum cleaner to vacuum the carpet.
- zips the Z – Children pretend to zip up their jacket.

---

**Third Reading of Alphabet Under Construction**

- Form small groups of no more than six children for the third reading. This will allow children to have a close up look at the pictures.
- Show the cover and invite children to recall the title.
- Begin to read the book, allowing children to make comments, ask questions, and answer questions you ask. For example:
  - Point out the air tank when Mouse airbrushes the A. Explain that the tank has air in it that blows through the hose and blows the paint onto the A. Ask children to blow on their hand to feel the air.
  - Show Mouse as he carves the C. Ask children to look closely at the picture and ask them what they think Mouse is carving.
  - Show Mouse as he measures the M. Ask children what Mouse is using to measure the M. Ask them to think of other things we measure. Have a tape measure to show the children.

**Teacher Note:** Read the book again with other small groups of children so that all have an opportunity to be involved in the experience.

---

**Creative Art Extensions**

**Benchmarks:**
- 2.10 Explores and manipulates art media
- 3.23 Shows awareness of cause-effect relationships

**Activity:** Straw Painting

**Materials:** short plastic straws (one per child), different colors of tempera paint, white paper, small spoons, recycled containers such as small margarine or yogurt tubs

**Directions:**
- Prepare the tempera paint so that it is thin enough to blow easily and thick enough to
resist soaking into the paper too soon and place each color in a separate container.

- Prepare the straws by pricking tiny holes with a straight pin in the straw to prevent children from sucking up the paint rather than blowing it out.
- Explain to children that if they choose to straw paint, they are to use their own straw, not someone else’s straw and that when they are finished with their painting, they are to throw the straw away.
- Place the paint containers next to the paper. Provide a small spoon for each container.
- Explain to children that they can experiment with a new way to paint a picture; that it is called straw painting.
- Ask children to place their hand at the end of the straw and to blow into the other end. Invite them to tell you what happened. (They blew the air through the straw.)
- Invite children to predict what will happen if they put a small amount of paint on the paper and blow on it with the straw. Accept all answers.
- Allow children to experiment with straw painting.
- Be an observer. Do children add more paint? Do they add another color to the original color and notice that a new color is created. Do some children stay with the activity longer than others?

**Teacher Note:** Use slick-surfaced paper if it is available. This type paper does not allow paint to soak through so quickly.

**Teacher Note:** Suggest that children dip the end of their straw into the paint, move the straw over the paper, and drop the paint onto the paper.

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**Activity: Squirt Bottle Painting**

**Materials:** plastic squirt bottles, tempera paint, paper

**Directions:**
- Prepare thick tempera paint of different colors, each in a separate plastic squirt bottle.
- Invite children to squirt colors on their paper to create a design.
- Observe to see if children mix colors and create new colors. If so, notice and comment. For example, say, “I see you made purple. How did you do that?” (child mixed red and blue)

**Teacher Note:** Supervise this activity to make sure children squirt small amounts of paint at one time and that they only squat on their paper.

**Teacher Note:** Consider covering the table with newspaper to make clean up easier.

**Additional Benchmark:** 3.20 Uses senses to learn about the characteristic of the environment and to collect data (scientific process: observing)

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**Name of Activity: Construct a Collage**

**Materials:** small squares of tile, wallpaper samples, yarn, straws, strong paper or cardboard for collage base

**Directions:**
- Show, name and explain to children that you have placed some new materials in the
- Allow children to use the materials as they choose.

**Additional Benchmark:** 2.12 Preplans art project and then works with care

**Teacher Note:** Basic materials such as glue, scissors, crayons and markers should always be in the art center.

---

### Activity: Playdough Alphabet

**Materials:** playdough, small rolling pin, alphabet dough cutters or stampers, vinyl placemats

**Directions:**
- Introduce the alphabet dough cutters or stampers to children. This can be done during group time or in the art center.
- Explain to children that the dough cutters or stampers will be in the art center for them to use with playdough.
- Observe to see if children use the materials. Listen to their comments and respond if appropriate. For example, if Ben points to a B he has made and says, "That's my name." respond, "Yes, Ben, that's a B. Your name begins with a B."

**Extension:**
- Model rolling playdough into long ropes or "snakes" and say, "I wonder if we could make letters of the alphabet with this playdough."
- Observe children to see if they roll out the playdough and make letters. If they do, notice and make comments such as, "Jay, I see you've made the letter J. That’s the first letter in your name." If there are other children whose names begin with the same letter, comment that "Julia and Josh’s names also begin with a J."

---

### Creative Drama and Dramatic Play Extensions

| Benchmarks: | 2.1 Shows creativity and imagination in play with materials and props  
|            | 2.2 Participates in dramatic play themes that become more involved and complex  
|            | 2.3 Assumes various roles in dramatic play situations |

**Activity:** Construction Prop Box

**Contents:** rubber mallet, plastic spatula, cloth tape measurer, tiles of different sizes, wallpaper samples, paint brush

**Directions:**
- Place the prop box in the dramatic play center.
- Allow children to play with the props as they choose.
- Observe children and listen to their comments as they play with the props. How do they use the various props? Do they pretend to construct things?

**Teacher Note:** The construction prop box can also be placed in the block center or taken outdoors.

**Activity:** Magnetic Letters

**Materials:** Magnetic baking sheet or magnetic board and magnetic letters, both upper and lower case, note pads and pencils
### Directions:
- Place the magnet baking sheet or magnetic board, magnetic letters and note pads and pencils in the dramatic play area.
- Observe to see how children use the added props.

### Creative Music Experiences

**Benchmarks:**
- 2.4 Participates freely in music activities
- 3.7 Identifies letters and signs in the environment

**Activity:** Dancing around the Alphabet

**Materials:** CD or tape of dance tunes, alphabet mats (purchased or teacher-made)

**Directions:**
- Scatter the alphabet mats in a large open space.
- Explain to children that you will play a dance tune and they are to dance around the alphabet until the music stops. When the music stops, they are to put their hand on an alphabet mat near them and name the letter when asked. State that more than one child may put his or her hand on the mat and they will name the letter together.
- Begin to play a lively dance tune, stop the music and invite the children to name the letter of the alphabet they are touching.
- Continue this activity as long as the children remain interested.

**Teacher Note:** Make alphabet mats by printing a different alphabet letter on cardstock, laminate and attach non-slip shelf/drawer liner on the back to prevent the mat from slipping when children put their hand on them.

### Additional Books

- *A My Name is Alice* by Jane Bayer, illustrated by Steven Kellogg
- *Museum ABC* by Metropolitan Museum of Art
- *Chicka Chicka Boom Boom* by Bill Martin, Jr. and John Archambault, illustrated by Lois Ehlert (also available in audio and DVD format)

### Additional “Alphabet under Construction” Ideas

**Activity:** Roller Painting
- Collect paint rollers with handles and the container in which to place paint (water).
- Take the rollers and container outdoors.
- Add water to the container.
- Allow children to paint the sides of the building.

**Activity:** Construction Guest
- Invite a guest to the classroom; someone who can share some of the construction ideas from the book. For example, a carpenter with construction tools.
- Discuss with the guest the amount of time he will have with the children, whether or not the children can handle items that are safe for them, and if he can demonstrate a skill such as hammering two pieces of wood together.
- Prepare the children for the visitor by giving them his or her name, explaining to them the items he or she will bring to share, and whether or not they can handle them.
- Remain with children so that you can insure that this is a safe and enjoyable experience for the children and the guest.
- Involve children in a discussion of what they observed and enjoyed about the visit.
- Follow up by involving children in writing a thank you note to the guest.
# Creative Adventures with Literature

## #16: *Families Are Different* by Nina Pellegrini

### Introduction

*Families are Different* is written and illustrated by Nina Pellegrini who has an adopted Korean daughter. The book features a multicultural mix of both traditional and nontraditional family groupings.

### Connection to Curriculum

Consider using this curriculum guide as a supplement to the *Adventures in Learning* Focus Area #3 - Families, for additional activities.

### Story Preparation

- Be familiar with the family composition of each child in your group.
- Be sensitive to each child’s family situation as you are reading and discussing the book with the children.
- Become familiar with the book.

### Story Presentation

**Benchmarks:**

- 3.1 Shows enjoyment of books and stories and discussion of them
- 3.32 Identifies self as a member of a specific family and cultural group

**Book:** *Families Are Different* by Nina Pellegrini.

**First Reading of *Families Are Different***

- Show the cover and give the title. State that Nina Pellegrini is both the author and illustrator of the book. This means that she wrote the words and drew the pictures.
- Say to the children, “This is a family that we will be reading about in the story.” Pause and allow children to make comments.
- Read the story so all children can see the pictures in the book.
- Pause at the end of the reading and allow time for children’s authentic reaction to the story.
- Follow up by inviting children to recall some of the different kinds of families in the story. State that all of us also come from different kinds of families.

**Second Reading of *Families are Different***

- Show the cover and invite children to recall the title.
- Read the story so all children can see the pictures in the book.
- Allow children to make comments about the story as you are reading it.
- Follow up by reviewing some of the pages and involving children in discussion of them. For example:
  - Invite them to recall the name of the little girl on the first page, then the name of her older sister on the next page.
  - Show page where girls are dressed in their special Korean outfits. Ask children if they recall the country where the girls were adopted from. Explain that Korea is far, far away from where we live. Invite their comments about the dresses.
  - Show page where Nico is holding her dog and ask children to recall the dog’s name and how Nico and the dog are alike.
  - Show the pictures of the different families and invite children to describe them.
• Conclude by again stating that all of the children in our classroom also come from different kinds of families.

Third Reading of *Families are Different*
• Form small groups of no more than six children for the third reading. This will allow children time to share family bricks.
• Invite children to bring their completed family bricks (See directions in Creative Art Extensions) to the story reading area and to place the bricks on the floor in front of them. Explain that they will have an opportunity to share their brick with the other children after hearing the story.
• Show the cover and ask children to recall the title of the book.
• Read the story so all children can see the pictures in the book.
• Follow up by showing pages and inviting discussion as follows:
  - Show page where Nico is sitting with her arms folded and is looking sad. Invite children to recall why Nico sometimes feels angry or sad. (Because she looks different; she does not look like her mom or dad)
  - Show page where Nico is sitting in her mother’s lap. Read the three sentences, pausing before the last word. Invite children to recall the special kind of glue that glues families together (love) and to discuss what they think this means.
  - Show the next to last page and invite children to discuss how Nico is feeling. Read that page and the last page.
• Say to children that they will now have an opportunity to show how their families are different.
• Invite children to share their family brick, showing pictures on their brick, giving names of family members and saying one thing they like to do with their family.

Additional Benchmark: 5.6 Uses words to communicate ideas

Teacher Note: *Plan for other opportunities for children to share information on their family bricks with the whole group. For example, have 2 or 3 children share on one day.*

Teacher Note: *Be sensitive to children who may not want to share their family brick or who may not have one.*

Teacher Note: *Allow each child to share only one thing he or she likes to do with family so that the sharing is not too lengthy and children do not become restless.*

Creative Art Extensions

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<tr>
<th>Benchmarks: 2.10 Explores and manipulates art media</th>
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<td>2.11 Creates drawings and paintings that gradually become more detailed and realistic</td>
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<td>2.12 Prepares art project and works with care</td>
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<td>4.6 Coordinates eye and hand movement to complete tasks</td>
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Activity: Family Portrait

Materials: paper plates, yarn, markers, crayons and colored pencils in skin tones

Directions:
• Discuss with children that portraits are paintings or drawings of people. If you have the book, *Museum ABC*, show children the page that features the letter H and call attention to the picture of George Washington and of the woman in the bottom right. These two pictures are portraits.
• Invite children to create a picture, or portrait of their family inside the plate.
• Allow children to help you use a hand-held hole punch to make holes in the sides of the plate and thread the yarn through the holes.
• Hang the family portraits on the wall in a place designated for family portraits.

Alternative Activity: Family Album
• Invite children to draw a picture of their family, a family portrait.
• Put the pages together and create a family album. Staple the pages together or punch holes in the pictures and tie together with a colorful ribbon.

Teacher Note: Be sensitive to a child who does not want to create a family portrait. This is a choice activity, just as all activities in the art center should be a choice.

Benchmarks: 2.10 Explores and manipulates art media
3.32 Identifies self as a member of a specific family and cultural group
4.6 Coordinates eye and hand movements to complete tasks

Activity: Create a Family Brick

Materials: cereal box or snack cracker box, old newspapers, wrapping paper or brown paper sack, clear tape, clear self-adhesive paper, family pictures

Directions:
• Send home to each family information/instructions on how to create a family brick.
  1. Stuff a cereal or snack cracker box with old newspaper.
  2. Tape the box closed with clear tape.
  3. Cover the box with wrapping paper or a brown paper sack.
  4. Add to the outside of the box pictures of the family and activities the family does together. This now becomes your family brick.
  5. Involve your child in choosing the pictures to include on the family brick.
  6. Bring your family brick to your child’s teacher. She will cover it with clear self-adhesive paper.
• Cover each brick with clear self-adhesive paper.
• Invite children to share with you and the other children the pictures that are on their individual brick.
• Consider placing the family bricks in the block center.

*This idea came from Kate Runder, a pre-k teacher in the Little Rock School District.
Teacher Note: Know your families and their resources. You may want to have families send the box and the pictures and you and the children create their individual family brick.

Teacher Note: You might also want to refer to the Activity: Family Box from *Adventures in Learning*- #3 Families: I Am Part of a Family, p. 13 & 14.

Creative Drama And Dramatic Play Extensions

**Benchmarks:**
- 2.1 Shows creativity and imagination in play with materials and props
- 2.2 Participates in dramatic play themes that become more involved and complex
- 2.3 Assumes various roles in dramatic play situations

**Activity:** Family Prop Box

**Contents:** purse, man’s wallet, rattle or other baby toy, small car, small doll, children’s book, old cell phone, plastic glass frames without lenses, keys, labeled container

**Directions:**
- Place the props in the labeled container.
- Share the contents of the prop box with children during group time. Invite them to name the items and discuss who in their family would use them.
- Place the prop box in the dramatic play center.
- Allow children to play with the props as they choose.
- Observe children and listen to their comments as they play with the props. Do they pretend to be different family members? Do they use other props in the center as part of their pretending?

Teacher Note: Post pictures of families on the wall in the center at child’s eye level; pictures that reflect family activities at home.

Teacher Note: Include dolls of different races and cultures and of both genders in the Dramatic Play center at all times.

Creative Music Experiences

**Benchmarks:**
- 2.4 Participates freely in music activities
- 2.5 Enjoys singing games, dramatizing songs and moving to music
- 2.9 Moves in time to the beat

**Activity:** Singing about the Family

**Materials:** The Family by Thomas Moore (available on cassette only), cassette player

**Directions:**
- Involve children in singing and moving to the different songs on the cassette; songs that focus on the child and relationships and experiences in a family.
- Repeat those songs that children seem to enjoy the most.
### Activity: My Family Song (to the tune of “The Muffin Man”)

**Materials:** none

**Directions:**
- Explain to children that they will join you in singing a song about what families like to do and that you will begin with a verse about what you and your family like to do.
- Begin to sing your verse:
  
  I am in a family  
  A family, a family.  
  I am in a family  
  And we have lots of fun.  

  My family likes to go to the beach (or another activity of your choice)  
  Go to the beach, go to the beach.  
  My family likes to go to the beach  
  And we have lots of fun.  

- Invite children to state a favorite family activity and involve children in singing about that activity.

**Teacher Note:** Be sensitive to children who may not want to share a family activity and do not insist that they do so.

**Teacher Note:** Make the words of the activity fit the tune.

### Additional Books

- *All Kinds of Families* by Norma Simon  
- *The Family Book* by Todd Parr  
- *Quiet Time with Cassatt,* from the Mini Masters collection by Melberg, J. and Baber (2002)

In this book a number of the pictures by Mary Cassatt are of families.

### Additional “Families Are Different” Ideas

- Place multicultural family set figures in block center.
- Collect pictures that depict a variety of family groupings. Laminate the pictures or cover them with clear self-adhesive paper. Post the pictures at child’s eye level in the classroom. Place a collection of the pictures in a container and add to the library center.
- Add puzzles that reflect different family structures.
Creative Adventures with Literature

References and Resources


**Recording Artists**

Ella Jenkins  
Greg & Steve  
Raffi  
Pete Seeger  
Thomas Moore  
Hap Palmer  
The Learning Station

**Selected Musical Recordings**

A collection of games, songs, and rhymes by Ella Jenkins to introduce children to cultural differences.


Greg & Steve present songs that invite children to participate. Volume 3 includes several songs that invite children to dance.

Greg and Steve present songs that invite children to get up and move to the music.

Raffi involves children in songs that encourage self-respect and appreciation for diversity.

This recording by Thomas Moore includes many of the traditional songs that are sung with young children. Instrumentals of all songs are included in the recording.

A collection of children's songs from around the world in the native language as well as in English.

Children's books featuring art by well-known artists


- Quiet time with Cassatt
- Sharing with Renoir
- Dancing with Degas
- Dreaming with Rousseau
- A picnic with Monet
- A magical day with Matisse
- Painting with Picasso
- Sunday with Seurat
- In the garden with Van Gogh
- On an island with Gauguin


Resources from the Division of Child Care and Early Childhood Education

These materials are available online, located on the Arkansas Better Beginnings website or on CD from the Division of Child Care and Early Childhood Education

P.O. Box 1437, Slot S160
Little Rock, AR 72203-1437
Phone: 501.682.9699  1.800.445.3316  Fax: 501.682.4897

A Story a Month
Adventures in Learning A Curriculum for Children from 3 to 5
Books and Movement – A Magical Mix – B.A.M.M.M.!
Professional Development KITS – In-house Trainer Guides